

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area I: General Supervision	
Question:	Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
Probes:	<p>GS.I Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?</p> <p>GS.II Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?</p> <p>GS.III Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?</p> <p>GS.IV Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?</p> <p>GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?</p>
State Goal:	Effective general supervision of the implementation of the Individuals with Disabilities Education Act is ensured through the New Jersey Department of Education, Office of Special Education Programs' (NJOSPE) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).
Performance Indicator(s):	<p>GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by NJOSPE, identify and correct IDEA noncompliance in a timely manner.</p> <p>GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Performance Indicator(s) (continued)	GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.
	GS.IV There are sufficient numbers of administrators, teachers, and related service providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.
	GSV. State procedures and practices ensure collection and reporting of accurate and timely data.
❖ GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by NJOSEP, identify and correct IDEA noncompliance in a timely manner.	
❖ GSII. Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.	

Baseline/Trend Data: (Use Attachment 1 when completing this cell.)

NJOSEP Monitoring Process

Data Source: USDOE Monitoring Report – 9/14/01 – The federal monitoring report issued September 14, 2001 indicated that USOSEP found evidence of change in the manner that the State exercises its general supervision responsibilities. Specifically, USOSEP found that the NJDOE demonstrated: (a) a comprehensive system to identify and correct noncompliance; (b) a raised level of accountability by local school district administrators and staff; (c) an ability to link SEA technical assistance to monitoring and LEA improvement planning activities in a comprehensive results-oriented manner; (d) a results-oriented improvement planning process; and (e) an ability to identify specific problem areas and address the problems through funding initiatives.

Data Source: NJOSEP State Improvement Plan – 11/02 – USOSEP approved the New Jersey Office of Special Education Programs State Improvement Plan (NJSIP) November 2002. The NJSIP included the following Improvement Strategies relative to the area of General Supervision:

- NJOSEP will continue to implement its revised monitoring and enforcement system that USOSEP found effective in identifying and correcting noncompliance in local education agencies. This monitoring and enforcement system will be used to correct identified non-compliance.
- NJOSEP will continue to support the local school district self-assessment process through the allocation of funds to conduct self-assessment activities.
- The system of general supervision and oversight will continue to include local district self-assessment, follow-up on-site monitoring by NJOSEP, the development of local board of education approved improvement plans as part of the self-assessment process; revision of improvement plans, if needed, following the on-site monitoring; and oversight of implementation of improvement plans.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP State Improvement Plan – 11/02 (continued)

- As a part of the comprehensive monitoring system, NJOSEP will continue to provide technical assistance to LEAs throughout the self-assessment and improvement planning process. This technical assistance (TA) will continue to be coordinated and provided by staff from the Bureau of Program Accountability (Monitoring Unit) and the Bureau of Program Development (Training and Technical Assistance Unit). As a part of the comprehensive monitoring system, NJOSEP will continue to provide technical assistance to LEAs throughout the self-assessment and improvement planning process. This technical assistance (TA) will continue to be coordinated and provided by staff from the Bureau of Program Accountability (Monitoring Unit) and the Bureau of Program Development (Personnel Development Unit).
- These TA Sessions will continue to provide LEAs a review of compliance requirements, assist LEAs in determining whether self-identified non-compliance is due to a lack of documentation, inappropriate procedures or inappropriate implementation practices, and assist LEAs in identifying barriers to non-compliance.
- As a result of these technical assistance sessions, LEAs will continue to increase their abilities to self-identify areas of non-compliance, the reasons for the non-compliance and barriers to non-compliance. The improved ability to identify barriers will continue to lead to a more effective identification of activities to remove them. The NJSDE's requirement to have local boards of education approve improvement plans further ensures the identification of funding sources that may be necessary to assist in the removal of barriers.
- On-site monitoring activities will continue to further identify/clarify barriers to compliance. As a result, districts will continue to be required to revise improvement plans and obtain additional approvals by local boards of education in the event these revisions require a significant allocation of resources.
- On-going technical assistance will continue to be provided by NJOSEP staff subsequent to the on-site visit to ensure the district revises its improvement plan in a manner that will effectively correct non-compliance and remove any newly identified barriers.
- Areas of noncompliance identified through self-assessment or on-site monitoring that require the development of procedures will also require the development of training activities and an administrative oversight component to determine the effectiveness of the training and to ensure the consistent implementation of the newly developed procedures. In this manner, special education staff members will be provided with the information necessary to implement the procedures and district administrators should be better able to determine the consistent, compliant implementation of procedures on a routine basis thereby ensuring the correction of noncompliance throughout the district. Additionally, improvement plans are required to include the identification of staff, both regular and special education, which will be held accountable to ensure the implementation of identified corrective actions. These plans must also include the identification of reasonable timelines for completion of activities and the type of documentation the district will submit to the NJSDE to demonstrate, in a clear and accurate manner, that the district has corrected the identified areas of noncompliance. For example, when the reason for removal from general education is due to behavioral issues, districts are required to develop and implement functional behavioral assessments and positive behavioral intervention plans as a component of their improvement plan. In addition, districts will be required to develop school wide behavioral intervention systems when inadequate school management and discipline procedures are found to be factors contributing to the removal of students with disabilities from general education programs.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP State Improvement Plan – 11/02 (continued)

- For those districts identified as Abbott districts, additional funding is available through the state to assist these districts in the provision of programs and services, including special education, in a more equitable manner.
- NJOSEP has identified those districts that have had a history of pervasive, longstanding noncompliance and has provided a higher level of oversight to ensure correction of identified areas of need. These oversight activities require staff from the Bureau of Program Accountability to meet with district administrators on a routine basis to identify effective supervisory structures, provide technical assistance to administrators, child study team members and other district staff, and assist district supervisors in the implementation of a routine system of building-level oversight. This is accomplished through the utilization of checklists that include the 15 areas of the monitoring document and the review of activities that typically occur during specific times of the year. Staff from the Bureau of Program Development provide additional technical assistance sessions regarding issues related to transition, LRE, and core curriculum content standards.
- Staff from the Bureau of Program Accountability has provided technical assistance to the county supervisors of child study in the areas of monitoring and oversight of improvement plans for non high-risk districts. These TA sessions will result in a consistent approach to monitoring and oversight by county office staff.
- On-sight monitoring reports have been revised to include specific directives regarding the needed revisions to improvement plan activities developed during the self-assessment process. These revisions typically require the district to develop more specific procedures, include staff development, and identify mechanisms to ensure the effectiveness of staff development and to ensure the consistent, compliant implementation of procedures.
- As a result of the formatting activities conducted during the summer months by the monitors, reports are typically being issued within a month of the on-site visit. As a result, districts are better able to revise improvement plans and submit those revised plans within the required 45-day timeline.
- Monitors have been providing technical assistance to district staff regarding needed revisions to the improvement plans subsequent to the on-site monitoring. These activities have resulted in the development of more appropriate plans, including administrative oversight components that had not been in corrective action plans developed prior to the department's implementation of the new comprehensive monitoring system.
- Improvement plans for non high-risk districts are being monitored by NJDOE county office staff. These staff members have been provided with tracking forms that are currently being used by the monitors in high-risk districts. Oversight activities by county staff include a review of documentation submitted by LEAs. Document review may include, but is not limited to, routine desk audits of IEPs, review of documentation generated by district administrators in response to their oversight activities, revised forms, and training agendas and staff participation. Should the documentation submitted by the LEAs be insufficient to enable county staff members to determine the compliance status of the activities identified by the LEAs to remove existing barriers, an on-site visit will be made to assess the compliance status of the LEA regarding implementation of improvement plan activities.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP State Improvement Plan – 11/02 (continued)

- In the event LEAs demonstrate an inability to bring about the required changes, those districts will be determined to be high-risk districts and oversight activities will be transferred out of the county offices and placed under the direction of NJOSEP. If an LEA is determined to be unwilling to bring about the required changes, enforcement actions will be discussed and identified by the appropriate NJDOE staff and initiated in a timely manner. These activities may include, but are not limited to involvement of assistant commissioners in meetings with district administrators, the appointment of NJDOE personnel to oversee the implementation of improvement plan activities at the expense of the district and/or the department, and/or the withholding of federal/state funds.
- NJOSEP has expanded its database system to assist staff in managing the components of the monitoring system. The database identifies timelines associated with submission of data, reimbursement issues, monitoring schedules, and will soon identify area of need identified during self-assessment and on-site monitoring to better serve statewide technical assistance needs.
- NJOSEP will target LEAs that have gone through the monitoring process and continue to demonstrate a pattern of noncompliance based on the determination that the LEA has failed to make adequate progress toward the completion of improvement activities leading to the correction of noncompliance. These patterns may also be identified through the number of complaint investigations where the LEA has been determined noncompliant; through the number of due process requests where a particular issue appears to be consistently disputed; through confirmed issues raised by the advocacy community; and through the receipt of parent complaints not addressed in the complaint and due process numbers.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source – NJOSEP Self Assessment/ Monitoring Schedule- NJOSEP has implemented its revised monitoring system as indicated below:

LEAs/Charter Schools	1999-2002	2002-2003
Self-Assessment Process completed as the first part of NJOSEP's system of comprehensive monitoring, including submission of improvement plans	245	110
On-site visits by monitors from NJOSEP to either conduct a comprehensive monitoring or to verify self-assessment findings	171* * Of these 171 LEAs and charter schools, 146 participated in the self-assessment process, while 25 LEAs had comprehensive on-site monitoring during the 1999-2000 school year, without participating in the self-assessment process (1999-2000 was the first year the revised monitoring process was implemented)	98
Improvement Plans Approved	116	110
Improvement Plans Verified/ Closed	3	10

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source – NJOSEP Self Assessment/ Monitoring Schedule (continued):

During the 2001-2002 school year, NJOSEP implemented a new monitoring system for receiving schools. Receiving schools, include educational services commissions, jointure commissions, regional day schools, county special services school districts, the Marie H. Katzenbach School for the Deaf, approved private schools for the disabled (that may or may not provide residential services) and public college operated programs for the disabled. Receiving schools must obtain prior written approval from the New Jersey Department of Education to provide programs for students with disabilities through contracts with district boards of education. The monitoring process is modeled after the local district monitoring process. The receiving school monitoring process is coordinated by NJOSEP (Bureau of Program Review and Approval) and implemented by the county office staff in cooperation with NJOSEP. NJOSEP has implemented the new system of monitoring receiving schools as indicated below.

Receiving Schools	2001-2002	2002-2003
Self-Assessment Process completed as the first part of NJOSEP's system of comprehensive monitoring, including submission of improvement plans	34 education agencies representing 54* schools *This number includes the 9 schools monitored during the 2001-2002 school year.	32 education agencies representing 48 schools
On-site monitoring	6 education agencies representing 9 schools	28 education agencies representing 44 schools
Improvement Plans Approved	0	10
Improvement Plans Verified/ Closed	0	2

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

1. Baseline/Trend Data (continued)

Complaint Procedures

Data Source: USDOE Monitoring Report – 9/14/01 and Data Source: NJOSEP State Improvement Plan – 11/02

The federal monitoring report of September 14, 2001 contained findings of noncompliance with regard to NJOSEP's complaint procedures. The findings of noncompliance were addressed in the NJOSEP improvement plan, approved by USOSEP 11/02 as indicated below.

NJSDE's Complaint investigation Policy and Procedures limit the definition of a complaint more narrowly than Part B and do not include all of the provisions required by the regulations implementing IDEA '97.	Hire a fourth complaint investigator. Submitted revised complaint procedures on February 8, 2002 to USOSEP.	January 2, 2002 – Hired fourth complaint investigator. 5/24/02 NJOSEP received formal approval of its revised complaint procedures from USOSEP. NJOSEP has implemented the revised procedures.	No further action required.
NJSDE's procedures in effect at the time of the USOSEP September 2000 visit require the investigation of written signed complaints "of substance" regarding the provision of special education and related services under state and federal laws. Those procedures include no criteria for determining whether a particular complaint is one "of substance."Part B does not permit a state to decline to resolve such a complaint because it is not "of substance."	See above.	See above.	No further action required.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

1. Baseline/Trend Data (continued)

Data Source: USDOE Monitoring Report – 9/14/01 and Data Source: NJOSEP State Improvement Plan – 11/02

Complaint Procedures (continued)

Area of Noncompliance	Improvement Strategy	NJSDE Timeline(s)	USOSEP Review and Comments
<p>NJSDE's complaint procedures lack any requirements for: 1) resolving complaints by an organization or individual from another State; 2) resolving <u>any issues</u> in a complaint that are not part of an ongoing due process hearing; and, 3) resolving complaints alleging a public agency's failure to implement a due process decision. Furthermore, NJSDE's complaint procedures do not provide that: 1) the complainant have an opportunity to submit additional information either orally or in writing about the allegations in the complaint; (2) NJSDE must review all relevant information and make an independent determination as to whether the public agency is violating a requirement of Part B; and (3) NJSDE must issue a written decision to the complainant that addresses each allegation in the complaint and contains findings of fact and conclusions and reasons for the State's final conclusion. NJSDE's procedures still provide that complainants may "appeal" the findings and conclusions of the final report to the United States Department of Education's Secretary. The final Part B regulations published on March 12, 1999 eliminated the Secretarial Review process, and therefore this provision should be removed from NJSDE's procedures.</p>	<p>See above.</p>	<p>See above.</p>	<p>No further action required.</p>

Area of Noncompliance	NJSDE Improvement Strategy	NJSDE Timeline(s)	USOSEP Review and Comments
NJSDE's written decisions did not always address the remediation of findings of a denial of services as required by 300.660(b)(1). In fact, in a majority of the complaints reviewed by OSEP, when a denial of services to a child with a disability was found, NJSDE used a similar statement in each letter of findings. This statement merely requires the public agency to develop a corrective action plan that identifies the procedures it will follow to ensure the violation will not occur.	<p>NJDSE will continue its practice of requiring compensatory services when it is determined that the district has failed to provide the services/ programs required by the student's IEP.</p> <p>Implemented a computerized complaint tracking system that allows a weekly tracking of the status of corrections concerning complaint decisions issued. The system allows NJSDE to track patterns of issues across local and state levels.</p> <p>Continued enforcement of corrective action plans. Increased enforcement actions in more direct way.</p>	<p>September 2000</p> <p>Ongoing – these efforts are tied to New Jersey's new monitoring system.</p>	No further action required.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: General Supervision and Enhancement Grant - NJOSEP was the recipient of an IDEA General Supervision and Enhancement Grant with an original project period of 10/1/01 to 9/30/02. A one year no cost extension was granted to extend the project period to 09/30/03. The goal of New Jersey's IDEA Data Management and Enhancement Project is: To increase the state's ability to make data-driven decisions regarding the provision and improvement of early intervention and special education programs and services. Through this grant NJOSEP will develop and implement a data management system that accurately and efficiently tracks information relevant to monitoring and related oversight and technical assistance activities. In addition, due process and complaint investigation databases will be linked or incorporated into the new data management system in order to efficiently identify patterns of ongoing, systemic non-compliance at the local district, county, regional and statewide levels.

2. Target:

Maintenance – Continued implementation by NJOSEP of its current general supervision instruments and procedures (including monitoring, complaint and hearing resolution) to ensure the timely identification of systemic noncompliance and the timely correction of those identified areas on a statewide basis.

3. Explanation of Progress or Slippage:

Based on the continued implementation of NJOSEP's general supervision instruments and procedures, between July 1, 2002 and June 30, 2003, progress toward the timely identification and correction of noncompliance on a statewide basis occurred as indicated below.

I. General Supervision Instruments and Procedures/Identification and Remediation of Systemic Issues

- a. Self-Assessment/On-Site Monitoring:** Since the 1999-2000 school year, and continued between July 1, 2002 and June 30, 2003, NJOSEP has selected districts to participate in self-assessment and on-site monitoring based on the size, regional location, and demographics. Additionally, a variety of triggers have been utilized to identify and prioritize LEAs, charter schools, and receiving schools that should participate in the self-assessment process. These triggers have included, but were not limited to, the number of completed complaint investigations where the education agency was determined noncompliant, trends of common issues in due process requests in specific agencies, and the number and nature of parent complaints to NJOSEP, advocacy agencies and to NJDOE county offices.

Since the 2001-2002 school year, and continued during the July 1, 2002 and June 30, 2003 reporting period, NJOSEP technical assistance activities have been refined to guide LEAs during the self-assessment process. The monitors have developed more detailed improvement plan samples and have provided those samples to the LEAs that are participating in the self-assessment process. Additionally, the monitors developed data collection forms that allowed the self-assessment districts to more clearly articulate the types of noncompliance, i.e. procedural, implementation of procedures, and/or lack of administrative oversight, as well as the barriers that were resulting in the noncompliance. Furthermore, because the monitoring system had been in place since the 1999-2000 school year, common findings of noncompliance were provided to self-assessment LEAs which in turn allowed them to focus on those areas during their self-assessment review.

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Outcomes:

- LEAs and receiving schools that are the subject of ongoing complaints, due process, etc. have been scheduled for self-assessment early in the monitoring cycle.
- LEAs are more successful in self-identifying areas of need during the self-assessment process instead of having those areas identified during the on-site monitoring visits.
- The length of time between the completion of monitoring on-site activities and the issuance of the monitoring report has decreased because of the increased accuracy of LEAs in the identification of noncompliance during the self assessment process. As such, improvement plans were revised more rapidly and approved by NJOSEP which resulted in the timelier implementation of improvement plan strategies.

- b. High Risk Districts:** Between the 1999-2000 school year and the 2002-2003 school year, 13 LEAs have been identified as high-risk because of long-standing, pervasive noncompliance that local district staff were either unable or unwilling to correct. NJOSEP monitors continued to provide ongoing oversight to high risk districts between July 1, 2002 and June 30, 2003. NJOSEP monitors provided technical assistance to district staff regarding the development of appropriate improvement plans. The monitoring staff also worked with district staff to develop more effective administrative/supervisory systems that clearly identified systems of communication and systems of accountability. Local district database systems were examined to determine the types of reports that could be generated to assist the district in identifying staffing and placement needs for students with disabilities. General education practices that negatively impacted special education such as the lack of supports and services in general education were reviewed and included in the improvement plan. Once these systems were in place, district supervisory staff worked with the monitoring team members to improve the district's ability to self-identify areas of noncompliance. The monitors also provided on-going technical assistance to the supervisory staff and to child study team members in those noncompliant areas in an effort to afford the district the opportunity to devise appropriate strategies to bring about systemic correction.

In addition, during the 2002-2003 school year, monitoring staff and district supervisory staff initiated a building level compliance review structure. During these building level reviews, specific targeted areas were reviewed for compliance. If noncompliant, the building principal, supervisor and monitor collaboratively developed a plan of action to change practices contributing to noncompliance in the identified area(s). Follow-up activities were then conducted to ensure the successful implementation of the plan and the correction of noncompliance in the identified area(s) of need.

Outcomes:

- Through the implementation of consistent oversight activities by NJOSEP monitoring staff, as well as the provision of targeted technical assistance, there has been increased ability of high risk districts to self-identify areas of noncompliance and to implement activities to bring about the correction in these identified areas.
- As a result of the oversight activities conducted with the high risk districts, it is anticipated that 2 of the high risk districts will begin to transition out of high risk status during the 2003-2004 school year, by implementing the systems that have been put in place by local district staff and NJOSEP monitoring staff. These systems serve to ensure that local district administrators are able to identify areas of noncompliance on a consistent basis and in a timely manner and to implement activities to bring about systemic change.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- c. Correction of Noncompliance - Improvement Plan Development/Approval:** Since the beginning of NJOSEP's implementation of the comprehensive monitoring system during the 1999-2000 school year, improvement plans have been approved by NJOSEP. Between July 1, 2002 and June 30, 2003, NJOSEP continued this approval contingent on the appropriateness of the district-identified strategies and activities to bring about systemic change. As such, each monitoring report identified any needed revisions to the plan originally submitted as a result of the self-assessment. These revisions included, but were not limited to: the development of procedures; the implementation of technical assistance activities; the establishment of more reasonable timelines to complete the improvement plan activities; the development of a mechanism to determine the effectiveness of any technical assistance that was provided and the establishment of a district level oversight mechanism to ensure the district had the ability to self-identify and self-correct areas of need on a consistent basis. NJOSEP monitors were available to the districts throughout the revision process and provided technical assistance, when needed, to ensure these improvement plans contained appropriate activities.

Outcome:

- As of June 30, 2003, 226 improvement plans for LEAS and charter schools and 10 improvement plans for receiving schools were developed and approved by NJOSEP.

- d. Improvement Plan Verification/Close-Out:** Since the 2000-2001 school year, county supervisors of child study have been conducting verification activities to determine whether improvement plans from the previous monitoring system and the current monitoring system were being implemented. These activities included a review of student records and other forms of documentation as well as interviews with the districts' special education administrators. Because a number of positions for county supervisor of child study remained vacant for significant periods of time, some counties were unable to implement verification activities. In an effort to conduct verification activities in more districts and counties without having all county supervisor positions filled on a consistent basis, in the 2002-2003 school year, NJOSEP provided technical assistance to the county supervisors in an effort to make their activities more efficient even though all their positions were not fully staffed. This technical assistance included the creation of a verification worksheet format to assist them in tracking areas of need and in the identification of documents that needed to be reviewed to determine compliance status as well as a variety of strategies and techniques, such as on-site protocols and pre site-visit preparation activities.

Outcome:

- As of June 30, 2003, 10 improvement plans for LEAS and charter schools and 2 improvement plans for receiving schools have been verified as fully implemented.

- e. Improvement Plan Verification in High-Risk Districts:** In high-risk districts, NJOSEP monitors are responsible to conduct verification activities to determine areas of the improvement plans that have been successfully implemented. The verification activities conducted by the monitors included, but were not limited to, a review of documentation submitted by the districts that contains information regarding the district supervisors' oversight activities in specific targeted areas such as compliance with evaluation timelines, class sizes and the provision of programs and services required by IEPs. Once it is determined that the district has appropriate procedures in place to self-identify and self-correct identified areas of need in a timely manner, and these procedures have been determined to be implemented in a consistent manner, that district is removed from high risk status.

Outcome:

- As of June 30, 2003, each high risk district has either adopted the NJOSEP notice forms and IEP format or has revised their own notices and IEP formats to incorporate all missing components or statements. Monitors conduct oversight activities of this area to ensure child study team members are correctly filling in all required information and to ensure these documents are being provided to parents and adult students in a timely manner.

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- f. NJOSEP Enforcement Procedures:** NJOSEP uses a variety of enforcement procedures in relation to monitoring, complaint investigation, and mediation and due process hearings.

Complaint Investigations:

Complaint investigation procedures require that an education agency (district, charter school, private school) correct any finding of noncompliance. Should the education agency fail to comply with corrective actions, NJOSEP may take additional actions including referral to the Office of Compliance Investigations for further review; referral the Office of the Attorney General (show cause); and/or sanctions, including the withholding of state or federal funds.

Outcome:

- From July 1, 2002 to June 30 2003, 150 cases were investigated, 90 corrective action plans were required and 83 corrective action plans were closed, 7 corrective action plans are pending and no corrective action plans were referred for further action.

Mediation/Due Process:

NJOSEP is responsible to ensure compliance with agreements between school districts and parents on special education issues that were facilitated through state mediation. NJOSEP is also responsible to enforce decisions of special education matters resolved in due process hearings by the Office of Administrative Law. When the education agency will not comply with the provisions of a settlement agreement or an order of an administrative law judge, NJOSEP will forward the matter to the Office of the Attorney General for further legal action.

Outcome:

- From July 1, 2002 to June 30, 2003, there were eight requests for enforcement of mediated settlements and ten requests for enforcement of decisions in a due process hearing. Of the eighteen requests, NJOSEP completed enforcement activities in sixteen cases and ensured compliance with the agreement/decision. Two cases were forwarded to the Attorney General's Office for further legal action.

Self-Assessment/Monitoring:

Monitoring procedures require that a district or charter school corrects any findings of noncompliance within a reasonable period of time. Should the education agency fail to comply with corrective actions, NJOSEP may take additional actions such as identifying the district as a high-risk district, placing conditions on the agency's grant, withholding grant money, reallocating district funds to correct noncompliant areas and using district funds to support a special master who would report to the NJDOE.

Outcome:

- As of June 30, 2003, 226 improvement plans for LEAS and charter schools and 10 improvement plans for receiving schools were developed and approved by OSEP; 10 improvement plans for LEAs and charter schools and 2 improvement plans for receiving schools were determined to be fully implemented by NJOSEP.
- As of June 30, 2003, NJOSEP has identified 13 districts as high-risk districts. Of those 13 districts, 2 districts have begun to demonstrate an ability to self-identify and self-correct areas of need in a timely manner. As such, these 2 districts will be transitioned out of high-risk status during the coming school year. (revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

The DOE may issue a conditional approval status when persistent, long-standing noncompliance with state and/or federal statutes and/or regulations is identified or when an approved private school demonstrates an unwillingness to implement a corrective action plan. When an approved private school for the disabled is determined to be in noncompliance, NJDOE actions may include, but are not limited, to the following:

- The Department of Education may issue a conditional approval status when noncompliance is demonstrated with State or Federal statute or rules and/or implementation of the corrective action plan. An approved private school which is issued a conditional approval status may not accept new students until appropriate corrective action has been demonstrated.
- The Department of Education may revoke approval effective at the end of a school year, when chronic or systemic noncompliance is demonstrated; and
- The Department of Education may immediately remove program approval when it is documented that the health, safety or welfare of the students is in danger.

Outcome:

- During the period of July 1, 2002 to June 30, 2003 8 of 171 approved private schools were placed on conditional approval as a result of fiscal or programmatic noncompliance, including failure to make adequate progress in the development of an improvement plan. Of the 8, 2 were placed on conditional approval as a result of monitoring activities. Implementation of their improvement plans will serve to demonstrate correction. The remaining schools were put on conditional approval for fiscal noncompliance. Specific fiscal documentation is required to document compliance.

- g. Data Management System:** As a result of receiving the USOSEP General Supervision and Enhancement Grant, NJOSEP contracted with Math Tech, Inc. Princeton, New Jersey, on 9/20/02, to conduct a feasibility study for the development of an electronic district profile that would provide information on individual district special education compliance with state and federal regulations. Between 10/02 and 3/03 Math Tech analyzed the data currently used by NJOSEP in order to recommend solutions for an "Electronic District Profile." On 3/07/03 Math Tech Inc., submitted a report of the current data system indicating that, "most of the data analysis problems are due to an inability to analyze data across the various databases. The problems stem from the following issues: data elements missing from the database, most of which is the issues/common elements/indicators for analysis; data entry is not always up to date; inconsistent joins between the databases which yield inconsistent answers to queries; need for a logical data model which addresses all of the information requirements of NJOSEP; need for a query tool/query application that is easy for all users to build their own queries." Based on the assessment of the current data, Math Tech recommended the development of "a system for implementing a Data Warehouse containing all of the data required by NJOSEP. The database should be Oracle and it should be updated periodically from both the internal Access databases and the external sources. A query tool should be used that is easy enough for all users to develop queries and perform analysis from the data. A front-end to the query tool should be developed that enables users to easily specify sorting, screening, etc. This front end should also take care of defining the joins that are required for the query." NJOSEP contracted with Math Tech to perform the following tasks between 4/03 and 8/03: conduct a detailed analysis of source data files; prepare a data process Interaction matrix; and prepare a logical data model.

Outcomes:

- A feasibility study was conducted to identify current NJOSEP tracking systems, data reporting needs, and feasibility of linking data systems.
- Workgroups were convened to identify fields.
- Creation of a relational database was initiated.
- Creation of data collection/entry protocols was initiated.

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

4. Projected Targets	5. Future Activities to Achieve Projected Targets/Results 6. Projected Timelines and Resources
<p>By the end of the monitoring cycle in 2006, NJOSEP will have completed a process that will result in the development and implementation of activities and strategies that will bring about the correction of identified areas of need on a statewide basis.</p>	<p>I. General Supervision Instruments and Procedures/Identification and Remediation of Systemic Issues</p> <p>a. Self-Assessment/On-Site Monitoring: During the 2003-2004 school year, NJOSEP will continue to implement the self-assessment and on-site monitoring process. The monitoring process will include a review of Part One data in relation to the LEAs Part Two compliance report of findings as well as a review of student records prior to the on-site visit.</p> <p>Anticipated Outcomes:</p> <ul style="list-style-type: none"> ➤ By the end of the 2003-2004 school year, NJOSEP will have successfully assisted an additional 119 LEAs in completing the self-assessment process. ➤ During the 2003-2004 school year, NJOSEP and county special education staff will have successfully assisted an additional 48 receiving schools in completing the self-assessment process. ➤ By the end of the 2003-2004 school year, NJOSEP will have conducted an additional 110 on-site visits to verify self-assessment findings. ➤ During the 2003-2004 school year, NJOSEP and county special education staff will have conducted an additional 48 on-site visits to verify self-assessment findings. <p>b. High Risk Districts: NJOSEP will continue to conduct routine oversight activities in each high-risk district to verify continued implementation of improvement plan activities.</p> <p>Anticipated Outcomes:</p> <ul style="list-style-type: none"> ➤ In the event NJOSEP determines the 2 high-risk districts that are transitioning out of high-risk status have successfully demonstrated ability to self-identify and self-correct areas of need on a consistent basis and in a timely manner, they will be removed from high-risk status.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

4. Projected Targets	5. Future Activities to Achieve Projected Targets/Results 6. Projected Timelines and Resources
<p>By the end of the monitoring cycle in 2006, NJOSEP will have completed a process that will result in the development and implementation of activities and strategies that will bring about the correction of identified areas of need on a statewide basis.</p>	<p>c. High Risk Districts</p> <p>Anticipated Outcome (continued):</p> <ul style="list-style-type: none"> ➤ As the other high-risk districts demonstrate completion of specific improvement plan activities, those sections of the plan will be closed out. The monitors will continue to verify all open improvement plan activities as well as randomly verify continued compliance with closed activities. <p>d. Correction of Noncompliance - Improvement Plan Development/Approval: During the 2003-2004 school year, the NJOSEP monitors will continue to provide districts that are going through self-assessment with samples of improvement plans. The sample plans will include suggested forms of documentation that will be submitted by the district to demonstrate the achievement of outcomes, including the correction of noncompliance as well as documentation that demonstrates the manner in which the district determined it had achieved its outcome(s).</p> <p>Anticipated Outcome:</p> <ul style="list-style-type: none"> ➤ As a result of the technical assistance sessions conducted by NJOSEP monitors, LEAs will develop improvement plans that are directly related to correcting noncompliance and improving programs and services for students with disabilities.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

4. Projected Targets	5. Future Activities to Achieve Projected Targets/Results 6. Projected Timelines and Resources
<p>By the end of the monitoring cycle in 2006, NJOSEP will have completed a process that will result in the development and implementation of activities and strategies that will bring about the correction of identified areas of need on a statewide basis.</p>	<p>e. <i>Improvement Plan Verification/Close-Out:</i> During the 2003-2004 school year, NJOSEP monitors will be assigned to each county supervisor of child study to assist them in conducting verification activities in non-high districts. This collaborative effort will consist of technical assistance and on-site mentoring. The monitors will review approved improvement plans with the county supervisors and develop a plan of action to conduct the on-site activities. The county supervisors will conduct a pre-meeting with the district's director of special services to inform the director of the information needs to be provided during the on-site to confirm the successful completion of improvement plan activities. The monitors will then accompany the county supervisors to the on-site visit to provide any additional support that may be needed to accurately verify improvement plan implementation.</p> <p>Anticipated Outcome:</p> <ul style="list-style-type: none"> ➤ A larger number of improvement plans will be reviewed and closed out completely or in part. <p>f. <i>Data Management System:</i> Math Tech will perform the following tasks between 9/03 and 8/04: design a "data warehouse" from the Logical Data Model; convert existing data sources to the data warehouse; perform data cleansing; create a physical design from the Logical Data Model; implement the data warehouse; develop data loads and validation reports; design a user friendly front-end to a query tool; and create standard commonly used joins.</p> <p>Anticipated Outcomes:</p> <ul style="list-style-type: none"> ➤ By 8/04, a relational database will be finalized; data collection/entry protocols will be completed; data collection/entry protocols will be piloted; reporting templates will be developed; and the system will be piloted; ➤ By 9/04, NJOSEP will have a data management system that will result in increased capacity of NJOSEP to efficiently and effectively identify systemic patterns of compliance and noncompliance; ➤ By 9/04, NJOSEP will have increased capacity to efficiently identify local, regional, and state technical assistance needs.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

❖ **GS. III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.**

1. Baseline/Trend Data: (Use Attachment 1 when completing this cell.)

Data Source: NJOSEP Complaint Investigation Database

Formal Complaints						
(1) July 1, 2002 – June 30, 2003	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaint with No findings	(5) Number of Complaints not Investigated - Withdrawn or No Jurisdiction	(6) Number of Complaints Addressed/ Completed within Timelines	(7) Number of Complaints Pending as of 6/30/03
TOTALS	279	90	98	63	150	28

2. Target:

Maintenance - Continued implementation by NJOSEP to complete complaint investigations, mediations, and due process hearings in a timely manner.

3. Explanation of Progress or Slippage:

A review of NJOSEP's complaint database reveals two hundred seventy-nine requests for complaint investigations were received. Sixty-three complaints were returned due to lack of jurisdiction or because the issue was not an issue under state or federal special education requirements. NJOSEP completed one hundred fifty complaint investigations within the required timelines. Twenty-eight cases were pending as of the end of the reporting period.

NJOSEP was not able to complete all investigations within the required timelines. In January 2003, complaint investigation staff was increased from three to four investigators. However, any gains that may have been made by the addition of a fourth position were offset by ongoing staff turnover.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

4. Projected Target:	5. Future Activities to Achieve Projected Targets/Results 6. Projected Timelines and Resources
<p>To conduct all complaint investigations within the required timelines including all legally permitted extensions.</p>	<p>NJOSEP Staff Positions: By March 2003, NJOSEP will upgrade one of the investigator positions to a coordinator position to provide training and additional support to the investigators. In addition to conducting investigations as necessary, the coordinator will be responsible for tracking the receipt and progress of complaints to ensure completion within timelines.</p> <p>By January 2004, NJOSEP will hire part-time employees at peak times to assist in meeting timelines.</p> <p>NJOSEP will seek to fill all vacant positions to ensure that a full complement of staff is available to conduct investigations in a timely manner.</p> <p>NJOSEP will conduct meetings of the investigators at least monthly to review caseloads, discuss issues and identify concerns.</p> <p>Anticipated Outcome:</p> <ul style="list-style-type: none"> ➤ Increased capacity of NJOSEP to ensure that there is an increase in the number of complaint investigations completed within the required timelines. <p>NJAC 6A Code Revision: By 10/6/03, NJOSEP will amend the special education regulations, New Jersey Administrative Code 6A:14-9.2, complaint investigation, to reflect that the responsibility to verify corrective actions has been transferred from county office personnel to the complaint investigators.</p> <p>Anticipated Outcome:</p> <ul style="list-style-type: none"> ➤ Increase in the number of complaint investigations completed within the required timelines.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

1. Baseline/Trend Data: (Use Attachment 1 when completing this cell.)

Mediation/Due Process

Data Source: NJOSEP Mediation/Due Process Database

Ib: Mediations					
(1) July 1, 2002 – June 30, 2003	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of June 30, 2003
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	300	286	105	77	20

Ic Due Process Hearings				
(1) July 1, 2002 – June 30, 2003	(2) Number of Hearing Requests	(3) Number of Hearings Held	(4) Number of Decisions Issued after Timelines and Extension Expired	Number of Hearings Pending as of June 30, 2003
TOTALS	230	No data	No Data	253

2. Target:

Maintenance - NJOSEP will continue to maintain its current mediation/due process systems to resolve disputes between school districts and parents to ensure the timely provision of FAPE.

3. Explanation of Progress or Slippage:

NJOSEP's analysis reveals that, for the 2002-2003 school year, there were 1,228 requests for mediation, due process hearings and expedited due process hearings filed with the New Jersey Department of Education. 588 of the requests were either for mediation only or for mediation and a due process hearing and, in 485 of those cases, mediation conferences were held. The remaining 103 requests were withdrawn by the requestor or rejected by NJOSEP because they were inappropriately filed. Upon completion of the 485 mediation conferences, 196 mediation agreements were drafted by NJOSEP's mediators and executed by the parties. There were 20 requests for mediation pending as of the close of the fiscal year on June 30, 2003.

NJOSEP received 230 requests for a due process hearing only (mediation was not requested) in 2002-2003. These cases, as well as those where no mediation agreement was reached and the parties sought to proceed to a due process hearing, and those cases where emergency relief was requested, were transmitted to the Office of Administrative Law for a due process hearing. The remaining cases were withdrawn or rejected by NJOSEP because they were inappropriately filed. NJOSEP is unable to obtain data from OAL as to the number of hearing held and fully adjudicated in 2002-2003. NJOSEP's data indicates that 88 cases.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

were decided by an administrative law judge (hearing officer) after a full hearing. The remainder of the cases were settled, dismissed or otherwise adjudicated. There are no data as to how many due process hearings were decided after expiration of the timelines for decision, including all legally permitted extensions. The OAL is currently attempting to resolve serious issues with its computer system that, after resolution, should enable it to compile such data.

4. Projected Target:	5. Future Activities to Achieve Projected Targets/Results 6. Projected Timelines and Resources
<p>To schedule and conduct all mediation conferences within the timeframes in statute and regulation, including all legally permitted extensions of time.</p> <p>To complete all due process hearings within the timeframes in statute and regulation, including all legally permitted extensions of time.</p>	<p>Between July 1, 2003 and June 30, 2004:</p> <p>NJOSEP will continue to monitor the amount of time from receipt of requests for a mediation conference to completion of the conference and disposition of the matter, either through a mediation agreement, transmittal for a due process hearing or closing the case.</p> <p>NJOSEP will also monitor the amount of time from receipt of requests for a due process hearing, including all legally permitted extensions, to the issuance of a final decision by an administrative law judge.</p> <p>Turnover of personnel in NJOSEP in the mediator and scheduler of mediation positions has made it difficult to process and mediate or transmit for a due process hearing the large volume of requests received each year. NJOSEP will seek to fill all open positions with permanent employees in order to maximize the personnel working to complete these functions.</p> <p>By April 2004, NJOSEP will revise the parental rights booklet to better explain what a mediation conference, due process hearing and request for emergency relief are and the procedures for seeking each. The forms in the parental rights booklet will also be revised to gather more information from parents when they file a request for mediation or a due process hearing, including dates they are available for a mediation conference. This will allow for faster scheduling of mediation.</p> <p>Anticipated Outcome:</p> <p>➤ (See Projected Target)</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

4. Projected Target:	5. Future Activities to Achieve Projected Targets/Results 6. Projected Timelines and Resources
<p>To schedule and conduct all mediation conferences within the timeframes in statute and regulation, including all legally permitted extensions of time.</p> <p>To complete all due process hearings within the timeframes in statute and regulation, including all legally permitted extensions of time.</p>	<p>Between July 1, 2003 and June 30, 2004:</p> <p>NJOSEP will conduct monthly meetings of professional staff in order to address issues that arise with the scheduling and conducting of mediation conferences and due process hearings, as well as to keep them apprised of changes and developments in special education laws. This should allow for more expeditious resolution of issues that may hinder the expeditious scheduling and completion of mediation conferences and due process hearings.</p> <p>NJOSEP will conduct a training session for administrative law judges (hearing officers), mediators and complaint investigators in order to keep them apprised of changes and developments in special education laws.</p> <p>NJOSEP will hire an additional secretary to assist with the processing of requests for mediation conferences and due process hearings. This should speed the opening, processing and scheduling of requests for mediation conferences. The support staff will also assume the responsibility from the mediators for entering data into the computer database, thus affording the mediators additional time to perform their core functions of mediating and transmitting requests for a due process hearing and rendering assistance to parents and school districts as necessary.</p> <p>NJOSEP will seek to fill all vacant mediator positions and to obtain part time mediators, if feasible, in order to allow for the maximum flexibility in scheduling mediation conferences, as well as to maximize the staff available to review, assess and open incoming requests for mediation conferences and due process hearings.</p> <p>Anticipated Outcome:</p> <p>➤ (See Projected Target)</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

❖ **GS. IV There are sufficient numbers of administrators, teachers, and related service providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.**

1. Baseline/Trend Data:

Data Source: Annual Data Report-2002

Position Title	Budgeted Position	Vacancies
Instructional/Classroom Staff		
Special Class Teachers	8,066	67
Resource Program Teachers	10,524	112.8
Supplemental Instructors	653	5.4
Classroom and Personnel Aides	17,580	122.4
Adaptive Physical Ed. Teachers	332	5
Vocational Ed. Teachers	490	13.3
Child Study Team Members		
LD/Teacher Consultant	1,553	54.4
School Psychologist	1,591	34.3
School Social Worker	1,925	28.3
Related Services Providers		
Speech-Language Specialist	2,646	55.1
Occupational Therapist	857	7.1
Physical Therapist	487	3.9
School Counselor	1,614	8.8
Other		
Special Education Administrators	1,059	2

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: Emergency Certifications

There were approximately 2,000 emergency certificates issued by the NJDOE Office of Licensure and Credentials for the "Teacher of the Handicapped" certification during the reporting period of July 1, 2002 to June 30, 2003.

Data Source: USDOE Monitoring Report – 9/14/01 and Data Source: NJOSEP State Improvement Plan – 11/02

The federal monitoring report of September 14, 2001 contained findings of noncompliance with regard to NJOSEP's General Supervision – Denial of Related Services and Delays in Evaluation Due to an Insufficient Supply of Personnel. The findings of noncompliance were addressed in the NJOSEP improvement plan, approved by USOSEP 11/02 as indicated below:

Area of Noncompliance	NJSDE Improvement Strategy	USOSEP Review and Comments
General Supervision- Denial of Related Services and Delays in Evaluation Due to an Insufficient Supply of Personnel	To address the issue of denial of related service of speech therapy or the delay in evaluation due to insufficient number of speech therapists, NJOSEP will be proposing an amendment to the special education code to permit school districts to contract with clinics and agencies for speech-language services.	No later than October 24, 2003, NJSDE must provide OSEP with a status update regarding the proposed amendment to the special education code to permit school districts to contract with clinics and agencies for speech-language (i.e. evidence of change in the reduction of shortage of speech pathologists).

2. Target:

NJOSEP will ensure that there are sufficient personnel to meet the educational needs of students with disabilities

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage:

I. Identification of Personnel Shortages

a. Data Collection and Analysis - Between July 1, 2002 and June 30, 2003 NJOSEP continued to examine the issue of personnel shortages through several data sources. Data were collected as part of the Annual Data Report to identify the number of vacancies among groups of personnel who instruct, evaluate and provide related services to students with disabilities. The data reflect personnel who work with students in public and nonpublic schools. The data were reviewed to identify those professional disciplines where shortfalls exist and to compare the information with data from previous years to identify personnel shortage trends. This analysis is limited in that the numbers do not indicate whether there was a failure to provide required IEP services. The numbers do not indicate the length of time that positions were vacant and factors, such as the use of substitute teachers and the use of consultants to offset vacancy in a particular district.

Therefore, NJOSEP also identified shortages that affect the provision of required IEP services through: (a) review of emergency certificates granted to LEAs by the Office of Licensure and Credentials; (b) parent, LEA, and professional organization communication with NJOSEP regarding shortages in particular disciplines, and in particular districts or regions; (c) the local school district self-assessment process; (d) NJOSEP on site monitoring visits; and (e) complaint investigations.

Outcome:

- Based on a review of the data sources discussed above, the most prevalent personnel shortages were in the areas of Teacher of the Handicapped and Speech-Language Specialists.

II. New Jersey Administrative Code Revisions:

a. Speech-Language Specialists: In response to the Speech Therapist shortages, in January 2003, NJDOE introduced a discussion paper to amend the special education regulations to address the shortage of speech-language specialists. In June 2003, the NJDOE proposed an amendment to the New Jersey Administrative Code to permit school districts to contract for speech-language services with approved clinics and agencies and professionals in private practice, thus expanding the pool of speech-language specialists. Speech-language specialists who provide services through a contractual basis will be required to meet the same state certification standards as speech-language specialists employed by local education agencies. The amendments will be adopted in time to affect the current school year.

Outcome:

- A code change will be adopted by the New Jersey State Board of Education in September 2003, with an effective date of October 2003 permitting districts to supplement current staff as needed to address any personnel shortages in the area of speech-language services.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- b. Teacher of the Handicapped:** In response to the large number of Emergency Certificates approved for the certification of "Teacher of the Handicapped", the NJDOE will introduce an "alternate route" to special education certification as part of the proposed Professional Licensure and Standards Code.

Outcome:

- The provision for an alternate route to "Teacher of Students with Disabilities" (revised title) will be presented to the State Board for adoption in December 2003, increasing the pool of potential candidates eligible for this certification.

4. Projected Target:	5. Future Activities to Achieve Projected Targets/Results 6. Projected Timelines and Resources
<p>By October 2003, the code amendment will be implemented permitting local school districts to contract for speech-language specialists with approved clinics and agencies and professionals in private practices, increasing the pool of speech-language specialists.</p> <p>By December 2003, an alternate route provision for the "Teacher of Students with Disabilities" certificate will be adopted, providing a mechanism to increase the pool of individuals with "Teacher of Students with Disabilities" candidates.</p>	<p>I. Identification of Personnel Shortages</p> <p>a. Data Collection and Data Analyses: NJOSEP will continue to use a variety of data sources to identify areas of personnel shortage.</p> <p>b. New Jersey Administrative Code Revisions:</p> <p>Speech-Language Specialist: NJOSEP will disseminate information regarding the adoption of the amendment allowing local districts to contract for speech- language specialists with approved clinics and agencies and professionals in private practice.</p> <p>NJOSEP will monitor the impact of the code change on reducing the shortage of speech-language specialists.</p> <p>Teacher of the Handicapped: By June 2004, NJOSEP will collaborate with the Office of Licensure and Credentials to develop and implement a cooperative grant agreement with New Jersey IHE special education teacher preparation programs to support the development of a course sequence for the alternate route for Teachers of Students with Disabilities.</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

❖ **GS.V State procedures and practices ensure collection and reporting of accurate and timely data.**

1. Baseline/Trend Data:

Data Submission to USOE- Annual Data Report, 2002

For a number of reasons, NJOJEP failed to collect and report accurate data in a timely manner between July 1, 2002 and June 30, 2003. These reasons include, a 9 month vacancy of the chief data analyst position, the use of "outdated" database management and collection tools, and inconsistent data collection policies and procedures that affected collection, analyses, and reporting. While, on the whole, New Jersey's data collection is accurate and consistent, there is room for improvement. The Annual Data Report and a number of other reports were several months late. Once the data analyst position was filled, March 2003, six federal reports were generated, reported, and submitted within a few weeks. On one occasion, the federal OSEP sited the Department in a letter for its lateness in submitting reports.

Another area of concern for NJOSEP has been its "outdated" management and collection of data. Between July 1, 2002, through June 30, 2003, New Jersey collected and stored data from districts using very basic data management tools and software. The reporting and analysis of data year-to-year involved arduous and repetitious work that was often susceptible to error and inconsistencies. The data involved aggregate student counts reported by districts that could not easily be validated or confirmed. The analysis of the data collected generally was year-specific and could not easily be cross referenced with previous years in order to conduct trend analyses. Too much time and effort was also placed on prepping and querying data rather than on analyses and reporting.

2. Targets:

To improve NJOSEP's procedures and practices so that data are collected and reported in an accurate and timely manner.

3. Explanation of Progress or Slippage:

NJOSEP identified and addressed a number of serious issues during this reporting period regarding data collection and management. First, the state hired a chief data administrator for the Department's data. Part of the responsibilities incorporated into this position includes addressing and improving data timeliness, management, and policies and procedures. New efforts and changes have been made to existing in-house databases used for Due Process and Complaint Investigations to ensure that data is adequately captured and analyzed for improved tracking and reporting purposes.

NJOSEP has also identified problems in its policies and procedures that have contributed to confusion and misinterpretation among LEAs reporting their data to NJOSEP. In addressing this issue, the department has aggressively revised and improved the instructions in the literature sent to reporting districts on all major annual data collections. Many of these instructions were unclear, outdated, and, in some cases, incorrect. **from a variety of sources**. This will improve data efficiency and assist in the district monitoring needs of department staff. It will also help NJOSEP produce and disseminate information that is more consistent in structure and content.

As a result of the IDEA General Supervision and Enhancement Grant, NJOSEP contracted with a data consulting company to assist in developing a data management warehouse that will afford staff the ability to access information currently stored in various independent databases. The warehouse will give staff the ability to produce and retrieve district data. data collections.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

NJOSEP recognizes that its data collections can be improved with the existence of a student-level database. The NJOSEP has been involved in the NJDOE's effort to develop a student-level database. The Department plans to pilot and have this database operational by the 2005-2006 school year. The initiative will incorporate all current special education data collections.

4. Projected Target:	5 Future Activities to Achieve Projected Targets/Results 6 Projected Timelines and Resources
<p>By the 2003-2004 school year, NJOSEP will:</p> <ul style="list-style-type: none"> • Improve the accuracy of data collection; • Expedite the data collection process; • Eliminate duplication of effort; and • Clarify data collection instructions for LEAs. <p>By 8/04, a relational database will be finalized; data collection/entry protocols will be completed; data collection/entry protocols will be piloted; reporting templates will be developed; and the reporting system will be piloted.</p> <p>By 9/04, NJOSEP will have a data management system that will result in increased capacity of NJOSEP to efficiently and effectively identify systemic patterns of compliance and noncompliance.</p> <p>By 9/04, NJOSEP will have increased capacity to efficiently identify local, regional, and state technical assistance needs.</p>	<p><i>NJOSEP Data Management Policies and Procedures:</i> The Office will continue to revise, update, and improve its written policies and procedures to improve data collections for reporting districts. The Office will continue to make procedural changes and refinements to instructions that will help ease the reporting burden on local districts.</p> <p><i>Data Management System:</i> Through the IDEA General Supervision and Enhancement Grant, Math Tech will perform the following tasks between 9/03 and 8/04: design a "data warehouse" from the Logical Data Model; convert existing data sources to the data warehouse; perform data cleansing; create a physical design from the Logical Data Model; implement the data warehouse; develop data loads and validation reports; design a user friendly front-end to a query tool and create standard commonly used joins.</p>

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area II: Early Childhood Transition

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal:

All children eligible for Part B services receive special education and related services by their third birthday.

Performance Indicator:

Foster the successful transition of children with disabilities from early intervention to early childhood programs (State Improvement Grant-February 2001)

1. Baseline/Trend Data:

Data Source: USDOE Monitoring Report-9/14/01 – The federal monitoring report of September 14, 2001 contained no findings of noncompliance regarding the provision of special education and related services by the third birthday of children eligible for Part B services.

The Part C section of the federal report noted the “Collaboration between the Department of Health and Senior Services” was a strength with regard to the area of Early Childhood Transition. The report stated, “DHSS and NJSDE staff has built an effective collaborative working relationship to improve transition practices throughout the State. For example, staff from both agencies co-present at training events about transition. Networking between the Regional technical assistance staff and Regional preschool special education staff is occurring. A Transition Task Force comprised of parents, advocacy organizations, local education agencies, early intervention providers, Head Start, and State staff worked over two years to produce a family information booklet “Welcome to Transition.” The early intervention community and parents reported that this booklet is an extremely useful information tool. More collaboration between the agencies is needed, however, to ensure timely transitions

The Part C section of the report indicated that the transition of children with disabilities from Part C to Part B is ineffective. Specifically, the report stated that, “DHSS has not ensured that children and families are experiencing a smooth and effective transition to Part B because transition planning conferences are not held at least 90 days before the child is eligible for preschool services.” The federal report included the following Suggestions For Improved Results:

“Transition Systems Development – 1) disseminating the transition procedures outlined in DHSS’ and NJSDE’ Interagency Agreement, when finalized; 2) identifying and disseminating the local contact responsible for transition in the local Part C and Part B systems; 3) sharing outcomes of monitoring visits; 4) establishing a tracking system to notify the local education agencies of the number of children expected to be referred to special education; 5) developing mechanisms to ensure that families understand transition procedures and have information about special education services and community services; and 6) establishing guidelines in collaboration with NJSDE to streamline the eligibility process between early intervention and special education.

Family Information – the “*Welcome to Transition*” family information booklet is available in English only. OSEP suggests that the State consider alternative methods for disseminating the information contained in this document to ensure that all families in early intervention have access to this important information.”

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP Self-Assessment – 3/00 – The Part B special education Steering Committee, in considering FAPE, concluded that the process from early intervention to preschool placement is not always implemented in a timely manner resulting in students' programs not being implemented in a timely manner resulting in students programs not being initiated by their third birthday. There was a perception among some steering committee members that the transition process is complex do to a variety of factors which include a perceived lack of cooperation between Early Intervention service providers and local school districts. The transition may be further complicated by parents' delay in giving consent for referral.

Data Source: NJOSEP Monitoring Results – 1999 to Present - Two areas have been reviewed with regard to the provision of special education and related services by eligible children's third birthday. These areas included: participation in early childhood transition planning conferences and implementation of the IEP by the child's third birthday.

- During the 1999 - 2000 school year, early childhood transition was reviewed in 25 districts through on-site monitoring. Of the 25 districts that were monitored, 7 were determined to be noncompliant in this area and 18 were compliant.

25 Districts Monitored During the 1999-2000 School Year Districts Did Not Complete the Self-Assessment	
Preschool Special Education and Related Services by Age 3	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
0	7

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- During the 2000 - 2001 school year, compliance with early childhood transition was reviewed in 34 districts that participated in self-assessment during the 1999 - 2000 school year and received on-site monitoring visits during the 2000 - 2001 school year. Of those 34 districts, 11 districts identified noncompliance in this area during self-assessment, 3 districts were determined noncompliant during monitoring, and 20 districts were determined to be compliant.

34 Districts Completed the Self Assessment in the 1999-2000 School Year And Were Monitored During the 2000-2001 School Year	
Preschool Special Education and Related Services by Age 3	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
11	3

- During the 2001 - 2002 school year, compliance with early childhood transition was reviewed in 112 districts that participated in self-assessment during the 2000 - 2001 school year and received on-site monitoring visits during the 2001 - 2002 school year. Of those 112 districts, 31 districts identified noncompliance in this area during self-assessment, 0 districts were determined noncompliant during monitoring, and 81 districts were determined to be compliant.

112 Districts Completed the Self-Assessment in the 2000-2001 School Year 112 Districts were Monitored During the 2001-2002 School Year Preschool Special Education and Related Services by Age 3	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
31	0

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: Part C Exit Data : Early Childhood Transition Children Exiting The Early Intervention System at Age Three

Report year July 1, 2000 through June 30, 2001 SFY 2001
 Report year July 1, 2001 through June 30, 2002 SFY 2002
 Report year July 1, 2002 through June 30, 2003 SFY 2003

Exiting Category	SFY 2001		SFY 2002		SFY 2003	
Number of Children Eligible for Part B, determined	2,237	65%	2,664	63%	2,700	58%
Referred within timelines to Part B, eligibility information not available	465	14%	534	13%	708	15%
Parent did not consent to referral	269	8%	439	10%	550	12%
Referred after 120 day timeline, eligibility information not available	144	4%	165	4%	202	4%
Found not eligible for Part B, with referrals to other agencies	214	6%	294	7%	304	7%
Found not eligible for Part B, with no referrals to other agencies Age 3	105	3%	154	4%	189	4%
Total Number of Children Exiting at Age Three	3,434		4,250		4,653	

	SFY 2002	SFY 2003
Percent of Change in The Number of Children Exiting at Age 3 compared to previous year	19%	9%
Percent of Change in the Number Children Eligible for Part B, determined	16%	1%

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: Comprehensive System of Personnel Development and New Jersey State Improvement Grant - Between 7/01/02 and 6/30/03 NJOSEP in collaboration with DHSS, planned and implemented personnel development activities focused on improving practices that are related to the successful transition of children with disabilities from early intervention to early childhood programs, including the provision of special education and related services by the third birthday of eligible children.

Data Source: General Supervision and Enhancement Grant - NJOSEP was the recipient of an IDEA General Supervision and Enhancement Grant with an original project period of 10/1/01 to 9/30/02. A one year no cost extension was granted to extend the project period to 10/30/02. The goal of New Jersey's IDEA Data Management and Enhancement Project is: to increase the state's ability to make data-driven decisions regarding the provision and improvement of early intervention and special education programs and services. Through this grant NJOSEP will develop and implement a data management system that accurately and efficiently tracks information relevant to monitoring and related oversight and technical assistance activities. In addition, due process and complaint investigation databases will be linked or incorporated into the new data management system in order to efficiently identify patterns of ongoing, systemic non-compliance at the local district, county, regional and statewide levels. With specific regard to Part C, the data management system is intended to result in a coordinated data management system that efficiently yields and organizes information, to be shared by Part C and Part B, regarding the effectiveness of the early childhood transition process, including the provision of services by eligible children's third birthday.

2. Target: Maintenance – Continued oversight by NJOSEP to ensure that all children eligible for Part B services receive special education and related services by their third birthday.

3. Explanation of Progress or Slippage: In order to achieve State Goal, Performance Indicators and Target, NJOSEP, in collaboration with NJDHSS, planned and implemented the following activities between July 1, 2002 and June 30, 2003.

I. Compliance with Early Childhood Transition Requirements

a. Coordination of Monitoring and Technical Assistance: NJOSEP's Bureau of Program Accountability (monitoring/oversight unit), Bureau of Program Development (training/technical assistance unit), and Bureau of Program Review and Approval (619 Coordinator) continued to coordinate their efforts to ensure compliance in the area of Early Childhood Transition. In this regard, technical assistance was provided, self-assessment and on-site monitoring visits were held that included review of the following requirements:

- To facilitate the transition from early intervention to preschool, a child study team member of the district board of education participates in the preschool transition planning conference arranged by the Department of Health and Senior Services. (N.J.A.C. 6A:14-3.3(e))
- Preschoolers with disabilities have their IEPs implemented no later than age three. To ensure that preschoolers with disabilities have their initial IEPs implemented no later than age three, a written request for initial evaluation is forwarded to the district at least 120 days prior to the preschooler attaining age three. (N.J.A.C. 6A:14-3.3(e)2).

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Outcome:

- During the 2002 - 2003 school year, compliance with early childhood transition was reviewed in 98 districts that participated in self-assessment during the 2001 - 2002 school year and received on-site monitoring visits during the 2002 - 2003 school year. Of those 98 districts, 21 districts identified noncompliance in this area during self-assessment, 1 district was determined noncompliant during monitoring, and 76 districts were determined to be compliant.

98 Districts Completed the Self-Assessment in the 2001-2002 School Year And Were Monitored During the 2002-2003 SCHOOL YEAR	
PSD Program by Age 3	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
21	1

- b. Interagency Agreement:** NJOSEP, on June 23, 03, signed the Interagency Agreement for the New Jersey Early Intervention System Under Part C of the Individuals with Disabilities Education Act. This agreement was forward by the lead agency for Part C to USOSEP for approval.. The interagency agreement has provisions for the transition from early intervention to preschool services for eligible children. The interagency agreement states, "All agencies will work cooperatively to ensure a smooth transition from early intervention services under Part C to preschool services in which the child will participate including preschool programs and services under Part B,. DHSS, as lead agency for Part C, and Department of Education, Office of Special Education for Part B, will jointly provide information on transition to families, Early Intervention System (EIS) providers, LEAs and other interested parties."

Outcome:

- A component of the interagency agreement included provisions focused on the transition of children with disabilities from early intervention to preschool programs and services under Part B. DHSS, as lead agency for Part C, and NJOSEP for Part B, agreed to jointly provide information on transition to families, Early Intervention System providers, LEAs and other interested parties. According to the Interagency Agreement the and related services for eligible children by their third birthday including the following:
 - In New Jersey' Early Intervention Criteria and contract requirements, early intervention program providers contracted by the Department of Health and Senior Services serving infants an toddlers who they believe may be eligible at three years of age for early childhood special education shall participate in transition planning.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- Planning for transition must be addressed in each child's Individualized Family Service Plan (IFSP). The service coordinator initiates transition when the child is age 20-24 months by holding a transition information meeting with the family and early intervention program providers as desired by the family. The service coordinator initiates transition when the child is age 20-24 months by holding a transition information meeting with the family and early intervention program providers as desired by the family. The service coordinator reviews the parent options for community transitions, the process to notify the local school district that the child may be eligible for special education, and, with parent consent, prepares for a transition planning conference, including an opportunity for record review. If the child is between the ages of 24-35 months when determined eligible for early intervention, the transition information meeting is addressed as part of the child's initial IFSP.
- With parent consent, the service coordinator shall convene a transition planning conference for the child when the child's age is between 30-32 months with the appropriate early intervention program providers, the family, the local education agency (LEA), an as appropriate, other community program providers. To facilitate the transition from early intervention to preschool, a child study team member of the district board of education shall participate in the preschool transition planning conference arranged through the early intervention system under the lead of DHSS. The transition planning conference will include a review of the child's program options for the period from third birthday through the remainder of the school year, and establish a transition plan.
- The service coordinator will assist the family in completing a written request for evaluation to determine eligibility for services under N.J.A.C. 6A: 14. A written request for evaluation shall be forwarded to the district at least 120 day prior to the child attaining age three unless extenuating circumstances prevail.
- Local education agencies will determine eligibility and provide a free, appropriate public education (FAPE) to eligible children on their third birthday in accordance with N.J.A.C. 6:14.

II. Coordination between Part C and Part B Program Improvement

- a. Training and Technical Assistance:** NJOSEP's Bureau of Program Development (training and technical assistance unit) and Bureau of Program Review and Approval (619 Coordinator), in collaboration with the NJ Early Intervention CSPD team, continued to jointly plan and conduct regional trainings for early intervention staff, local school district staff, and parents. These trainings, Turning Three: Transition from Early Intervention Services, highlighted information on the transition process and parental rights. The trainings were co-presented by parents, NJOSEP's regional Learning Resource Center preschool consultant or 619 coordinator, and the early intervention system regional training and technical assistance coordinators.

Outcomes

- Families and Part C and Part B personnel were oriented to the transition process and obtained increased knowledge of the transition process.
- The joint training session served as an opportunity to role model Part C and Part B collaboration for early intervention staff and Part B school personnel.
- Increased dissemination of information regarding the requirement for eligible children to receive special education and related services by their third birthday.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- b. New Jersey State Improvement Grant Partnership Agreement:** Between July 1, 2002 and June 30, 2003, NJOSEP and NJDHSS initiated development of the Memorandum of Understanding that would formalize the New Jersey State Improvement Grant partnership between the Part C and Part B agencies. Implementation of the partnership agreement will focus on a statewide initiative regarding the improvement of child find efforts to locate infants and toddlers with disabilities through physician referral and outreach. This partnership will also include the implementation of a statewide initiative increasing the availability of support materials for parents and direct service providers regarding the transition of children with disabilities from early intervention to early childhood programs. Each of the activities included in the Memorandum of Understanding is intended to increase the likelihood that all children eligible for Part B services receive special education and related services by their third birthday

Outcome:

- By September 2003, there will be an approved MOU that will allow implementation of the NJSIG partnership agreement between NJOSEP and NJDHSS. The MOU will provide for the implementation of activities that will focus on fostering a smooth transition from Part C to Part B including the provision of special education and related services to all eligible children by their third birthday.
- c. Data Management and Coordination:** NJHSS continued to exchange exit data with NJOSEP between July 1, 2002 and June 30, 2003. (see section 1. Baseline/Trend Data above). However, this data was insufficient to allow for an accurate analysis regarding the number of children that exited Part C, were determined eligible for special education, and provided programs and services by their third birthday. In this regard, New Jersey's IDEA Data Management and Enhancement Project was development as a partnership between NJOSEP and NJHSS. One objective of the grant is: to develop and implement a coordinated data management system that efficiently yields and organizes information to be shared by Part C and Part B and yields data regarding the effectiveness of the early childhood transition process, including the provision of service by the eligible children' third birthday. The following activities occurred between July 1, 2002 and June 30, 2003 regarding the grant implementation:
- 7/30/02 - In collaboration with the NJDOE, Office of Educational and Information Technology, NJOSEP initiated the process to bid for a vendor to conduct a Feasibility Study for the development of an interdepartmental electronic link to the Department of Health and Senior Services, Early Intervention System and the integration of this system to the NJOSEP electronic district profile.
 - 9/20/02 – MathTech, Inc., Princeton, NJ was the vendor selected to conduct the Feasibility Study.
 - 10/02 to 3/03 - MathTech reviewed the current data collection system used by Part C in order to recommend a system for interfacing the Early Intervention data system with the data collected by NJOSEP. MathTech staff met with the Part C state director to discuss the current EIP system of tracking information about children until three years of age in the FACTORS Case Management System; interviewed NJOSEP 619 Coordinator to discuss data collection needs; identified ACCESS data base elements relevant to the transition of children with disabilities from Part C to Part B, including the provision of special education and related services by eligible children's third birthday.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Outcomes:

- A feasibility study was conducted to identify current NJOSEP and NJDHSS tracking systems, data reporting needs, and feasibility of linking data systems.
- Compatible and incompatible components of the systems were identified.

d Steering Committee Representation: The NJOSEP 619 Coordinator is a member of the Part C Steering Committee. In addition, there is overlapping membership of several agencies (SPAN, The Boggs Center, UMDNJ) on both the Part C and Part B steering committees.

Outcomes:

- As a result of the ongoing collaboration between Part C and Part B steering committee members and the participation of NJOSEP's 619 coordinator on the Part C steering committee, issues relevant to data collection and data analysis, monitoring, and training/technical assistance have been identified and plans to address these issues mutually decided.

4. Projected Targets:

By the end of the monitoring cycle in 2006, NJOSEP will have completed a process that will result in the development and implementation of activities and strategies that will bring about the correction of identified areas of need on a statewide basis, including the provision that all eligible children receive special education and services by their third birthday.

As established in the New Jersey State Improvement Grant evaluation plan:

By September 30, 2006, there will be:

- increased involvement of families in the transition of children age three from early intervention to preschool*
- increased knowledge of pediatricians; and family physicians' in Child Find; developmental evaluation and assessment; individual family service plans; and transition from early intervention to early childhood *

*These targets have direct relevance to the early identification of children in need of special education and related services and the provision of services by the child's third birthday.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

5. Future Activities to Achieve Projected Targets/Results
6. Projected Timelines and Resources

NJOSEP will implement the activities listed below between July 1, 2003 and June 30, 2004 to achieve the State Goal, Performance Indicators, and Targets.

I. Compliance with Early Childhood Transition Requirements

a. NJOSEP Self-Assessment/Monitoring Process: 121 local school districts will participate in the local school district self-assessment process and 110 will receive an on-site monitoring.

Anticipated Outcome:

- Those districts that either self-identify or are found non-compliant during the on-site monitoring will address provision of special education and related services by eligible children's third birthday.

b. Verification of Implementation of Improvement Plan Activities: NJDOE will conduct verification activities, to include desk audits and on-site visits, to determine whether improvement plan activities have been implemented and have resulted in compliance with the requirement for that all children eligible for Part B services receive special education and related services by their third birthday.

Anticipated Outcome:

- As a result of the implementation of these verification activities, NJOSEP will be able to determine the extent to which LEAs have corrected non-compliance in those areas related to the provision of services by eligible children's third birthday.

c. Interagency Agreement: Following the approval of the Interagency agreement, NJOSEP in collaboration with Part C will develop a plan for disseminating the transition component of the interagency agreement. The dissemination plan will include posting on the NJOSEP website and distribution to advocacy agencies and other interested parties.

Anticipated Outcome:

- Increased dissemination of information and increased knowledge of families, early intervention personnel, and local school district personnel regarding the process of transitioning children from early intervention to preschool, including the requirement for the provision of services by the child's third birthday,

II. Coordination between Part C and Part B Program Improvement Training and Technical Assistance: NJOSEP and NJDHSS will continue to provide regional trainings regarding the transition from Early Intervention Service to Preschool.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

a. New Jersey State Improvement Grant Partnership Agreement: The NJSIG partnership agreement between NJOSEP and NJHSS will be formalized through a Memorandum of Understanding by September 2003. Between July 1, 2003 and June 30, 2004 activities will be initiated relevant to the following NJSIG components:

Turning Three: Transition Resource Dissemination Project – Develop and disseminate high quality products to all partners involved in the transition of children at age three in order to enhance their involvement in transition planning. The following products will be developed and disseminated: (1) training materials and a training video on the transition planning process; (2) a user-friendly county information resource guide for service coordinators and case managers to be used with families during the transition process; and (3) the early intervention parent manual, Welcome to Transition, translated into the ten most frequently used languages in the state.

County Information Resource Guide

- Develop a format to obtain school entry registration requirements and contact information from school districts
- Design and format county and information web resource guide
- Submit content for county information web resource guide

Translation of the Early Intervention Transition Parent Manual

- Convene a committee of stakeholders to review Welcome to Transition booklet and revise as needed
- Translate the booklet into the ten most frequently used languages

Physician Outreach Training Project – Implement a personnel development program for physicians, in collaboration with Early Intervention, to increase physician knowledge of the early intervention and early childhood special education systems, physician dissemination of early intervention information to families and physician referral to early intervention.

- Identify and contract with an organization that has developed a physicians' outreach training module
- Develop a list of stakeholder participants for the leadership planning group, including potential trainers
- Convene leadership planning group to plan training events
- Establish a workgroup, with membership from the leadership planning group, to revise national self study modules to reflect New Jersey's needs
- Convene train the trainer session
- Disseminate regional training announcements for physicians; begin to conduct physician training events and distribute self-study modules to physician participants.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Anticipated Outcomes:

- As a result of the NJSIG project components, implemented through a partnership between Parts C and B, there will be increased early identification of infants and youth in need of early intervention and increased knowledge of families, early intervention providers, and school personnel regarding the transition process which will lead to the provision of special education and related services for eligible children by their third birthday:

- c. Data Management System:** Math Tech will perform the following tasks between 9/03 and 8/04: design a “data warehouse” from the Logical Data Model; convert existing data sources to the data warehouse; perform data cleansing; create a physical design from the Logical Data Model; implement the data warehouse; develop data loads and validation reports; design a user friendly front-end to a query tool; and create standard commonly used joins.

Anticipated Outcomes:

- By 8/04, a relational database will be finalized; data collection/entry protocols will be completed; data collection/entry protocols will be piloted; reporting templates will be developed; and the reporting system will be piloted.
- By 9/04, NJOSEP will have a data management system that will result in increased capacity of NJOSEP to efficiently and effectively identify systemic patterns of compliance and noncompliance.
- By 9/04, NJOSEP will have increased capacity to efficiently identify local, regional, and state technical assistance need.

- d. Part C Focused Monitoring:** The Department of Health and Senior Services will design and implement a focused monitoring to address the cluster area of Early Childhood Transition. NJOSEP’s 619 Coordinator and Bureau of Program Accountability (monitoring unit) are providing input into this monitoring activity. Transition data by county will be analyzed and criteria determined for selection of counties to be monitored.

Anticipated Outcome:

- As a result of the Part C Focused Monitoring, there will be increased data relative to the effectiveness of transition planning and factors that facilitated or are barriers to the provision of special education and related services by eligible children’s third birthday.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area III: Parent Involvement

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal:

- The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

Performance Indicator:

- Create positive and effective school environments that foster collaboration with families of students with disabilities (State Improvement Grant-February 2001)

1. Baseline/Trend Data:

Data Source: USDOE Monitoring Report – 9/14/01 – The federal monitoring report of September 14, 2001 contained no findings of noncompliance in area of Parent Involvement. The report, under the section “Area of Strength”, identified NJOSEP initiatives to promote meaningful parent involvement, indicating that “NJSDE initiatives and/or improvements with regards to parent involvement were in response to the issues identified in its self-assessment and program monitoring activities.” These initiatives included: (1) revising the parents’ rights handbook (PRISE) which was translated in 10 different languages; (2) increasing parent membership and training opportunities in Learning Resource Center networks; (3) NJSDE sponsored joint training opportunities for parents and professionals; and (4) completing parent surveys and technical assistance and information dissemination efforts to parents. The report also included a section “Suggestion for Improved Results”, that addressed training and information for parents. This section indicated, “NJSDE should continue to foster increased involvement from parents through state initiatives such as the Learning Resource Center Network that provide resources and workshops for parents; parent involvement in the development of the New Jersey Parent Rights in Special Education (PRISE) handbook; collaboration with the New Jersey Statewide Parent Advocacy Network (SPAN) and the New Jersey Coalition for Inclusive Education (NJCIE) on an inclusion newsletter. Such initiatives serve to provide a user-friendly forum for ensuring parent involvement.

Data Source: NJOSEP Self-Assessment – 3/00 – The steering committee, in considering parent involvement, analyzed the extent to which the provision of FAPE is facilitated through parent involvement in special education services. The analysis summary of the NJOSEP Statewide Special Education Self-Assessment indicated “NJOSEP fosters increased involvement from parents of students with disabilities in the provision of FAPE through a variety of training, technical assistance and information dissemination activities. Parents’ technical assistance needs are also addressed through telephone contact with the NJOSEP staff, Learning Resource Center Special Education Consultants and the County Supervisors of Child Study. Specialized technical assistance staffs, within NJOSEP, are also available to families regarding the provision of services for students who are deaf/hard of hearing and students who are deafblind.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

The Learning Resource Center Network provides for parent membership and serves as a resource for instructional materials, curriculum and technical assistance. In addition, the LRC Network offers training opportunities for parents of students with disabilities. Regional and statewide training announcements are routinely disseminated to the special education parent organizations on file with NJOSEP. NJOSEP is increasing its opportunities for joint training of professionals and parents.

The revised *Parent Rights in Special Education* handbook is user-friendly and clearly highlights areas of parental participation. The PRISE document is being translated into the ten most frequently spoken languages other than English in New Jersey. NJOSEP is providing increased opportunities for parent participation in stakeholder processes. An example of this collaboration is the current development of a Parent-Professional Special Education Handbook.

While the training activities are available to parents and offered at a reasonable cost, parents do not consistently take advantage of these activities and/or are not aware of the availability of these opportunities. NJOSEP and the advocacy community recognize the continuous need for technical assistance and the difficulty in meeting this demand. There are also concerns among some steering committee members that local school districts do not have a formal mechanism to involve parents in program improvement initiatives (both general and special education) and there needs to be increased information dissemination in native language other than English. The committee members recognized that parents may need additional support and training to fully participate in the special education decision-making process."

Data Source: NJOSEP Parent Survey – 3/00: As a component of the statewide self-assessment NJOSEP conducted a statewide survey designed to gain an overall impression from parents of students with disabilities regarding their level of satisfaction, extent of participation in their child's special education program and the manner in which information is provided. As a result of a comprehensive dissemination process, over 13,000 surveys were returned including Spanish and other non-English speaking constituents.

Response Rates: The survey returns generally matched the special education demographics for age, gender, and eligibility criteria. Returns by racial-ethnic group showed that Whites responded at a higher rate (75%) compared with their percentage of students with disabilities (63%). Blacks and Hispanics responded at a lower rate than their percentage of students with disabilities (11% vs. 21%; 9% vs. 14%, respectively). Asian and Pacific Islanders responded at the same rate as their percentage of students with disabilities. Based on an analysis of response rates it was concluded that subsequent surveys should use methods to increase the Black and Hispanic response rates.

The response rates by placement could not be directly compared with the numbers of students in those settings because the placement groupings on the Annual Data Report (ADR) were not the same. It was concluded that future surveys should include placement groups that match the placement settings on the ADR so that direct comparisons could be made.

Satisfaction: The overall satisfaction rate (very or somewhat satisfied) was very high (89%). The satisfaction rates for various program components (e.g., related services, quality of personnel, access to the general education curriculum, etc.) also indicated a high degree of satisfaction (68%-86%) with very little differentiation among the items. The lower rates for some items could be attributed to students not receiving those services (transition for students below age 14; assistive technology). In general, the survey indicated that parents were pleased with their child's special education program.

Satisfaction was cross-compared by various demographic indices to determine if there were any differences. No differences in the level of satisfaction were found by age, gender, racial-ethnic group, eligibility criteria or program. The degree of satisfaction among eligibility criteria and placement settings did not vary (85%-93%) from one another reflecting the overall high degree of satisfaction found.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

A primary finding of the survey was that parents who were included in decision-making had a higher degree of satisfaction (94%) than those who were only sometimes included (74%), and those who were not included (57%). The same satisfaction pattern was noted when compared with the degree of notification of meetings, scheduling, and actual participation in IEP development.

Participation: Survey results indicated parents were frequently notified of meetings (91%), had them scheduled at convenient times (83%) and perceived themselves as included in the decision-making process (80%). Most parents (90%) participated in the development of their child's individualized education program (IEP) meetings.

Dissemination of Information: Most parents (77%) reported that general education placement with supports was discussed. Virtually all parents (97%) reported receiving notice of their rights through Parent's Rights in Special Education (PRISE). English was the native language of 78% of the respondents. The survey question on whether information was provided in parents' native language was somewhat confusing because it did not distinguish between individuals using English or a non-English language. To clarify this issue, future surveys will ask if information was provided in the native language only if the native language was other than English.

23% of respondents reported having attended training sponsored or supported by the New Jersey State Department of Education or local school district. Since it would not be anticipated that all parents would have the need for training, future surveys should include a question on the parent's perceived need for additional training on special education issues.

Conclusion: Responses to the parent survey reflected a cross-section of all parent of students with disabilities with respect to age, gender, eligibility criteria, and to some extent, racial-ethnicity. Parents are generally involved in the decision-making process and participate to a high degree in the development of their child's IEP. They discuss general education placements with their districts and are aware of their rights through the receipt of PRISE. Almost ninety percent of parents reported being very or somewhat satisfied with their child's special education programs.

An additional 245 surveys were completed by Spanish speaking parents and analyzed separately. This analysis demonstrated no significant difference when compared to the larger survey sample. As an example, 17% of the Spanish speaking parents as compared to 19% of the parents in the larger sample reported they did not receive information in their native language.

Data Source: Statewide Parent Advocacy Network Survey – 3/00: The New Jersey federally awarded Parent Information Center, the Statewide Parent Advocacy Network (SPAN) also conducted a parent survey as part of the self-assessment. The SPAN survey addressed many of the special education requirements including parental requirements including parental notice, parent participation in meetings, the provision of Least Restrictive Environment, IEP development, transition planning, due process, and complaint investigation. SPAN analyzed 1,540 surveys received from parents. Key finds of the survey included the following :

Most responding parents were invited to each decision-making meeting of which they were aware. Most indicated that meetings were scheduled at convenient times and places, and that they were able to attend. However, 20% of respondents indicated that they were not provided with options for meeting times and places. A significant percentage of parents have never received their child's evaluation reports, while the majority of parents received reports at their IEP meeting. Over 1/3 of parents reported that their IEP team said that they couldn't decide about certain services or placements because they needed approval from someone who was not at the meeting; 10% said that IEPs were changed by district personnel who didn't attend the IEP meeting. Respondents were about evenly divided between those who indicated that placement in the general education classroom with supports was the first option discussed at their IEP meeting, but the majority of parents felt that the full range of support services and accommodations needed for success in the general education classroom were not considered.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Most parents felt that there was no discussion of the Core Curriculum Content Standards and how their child would master them at the IEP meeting, although a majority felt that their child did have access to the general education curriculum. While the need for related services was discussed at the vast majority of IEP meetings, less than ½ of respondents indicated that the need for assistive technology, positive behavior supports, or extended professionals on their IEP team indicated that certain services were not available at this time or only available for a limited number of times or in certain group sizes. Once the IEP was developed, most parents received a completed copy within a month of the IEP meeting, but 30% received their IEPs more than a month after the meeting and 6% still have not received their IEPs. Only about ½ of parents reported that an appropriate transition statement and services were included in their transition-age child's IEP, and less than half said that the appropriate adult human services agency staff attended that IEP meeting.

About ¼ of parents indicated that their child has not received all of the services in their IEP, including related services, extended school year services, transportation, social activities, resource room, positive behavior supports, special education services in the regular classroom, aides, and transition to adult life services. The average amount of time that children went without services was approximately one month, although this ranged from one week to over one year. The vast majority of parents said that they received a copy of PRISE, but less than half were provided with information on groups to contact to help them understand their rights and only slightly more than half were informed by their district that they could request mediation, due process, or complaint investigation if they were unhappy with any aspect of their child's services. Of the small number of respondents who had filed complaint investigations with the State, about 2/3 said that the report was completed within 60 days and 40% felt that the State had followed up to ensure compliance with corrective action plans.

Data Source: NJOSEP Monitoring Results – 1999 to Present – Two indicators were reviewed with regard to parental participation in the special education decision making process. These indicators included: failure to invite parents to meetings (i.e. the district was unable to demonstrate it had provided written notification to the parent regarding the meeting) and a lack of parental participation at meetings (i.e. the district was unable to demonstrate it had made multiple attempts to secure parental participation).

During the 1999-2000 school year, parental participation was reviewed in 25 districts through on-site monitoring. 10 were noncompliant because parents did not attend meetings and 1 was compliant.

25 Districts Monitored During the 1999-2000 School Year Districts Did Not Complete the Self-Assessment			
Parents Not Invited to Meetings		Lack of Parental Participation at Meetings	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
0	14	0	10

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- During the 2000-2001 school year, compliance with parental participation was reviewed in 34 districts that participated in self-assessment during the 1999-2000 school year and received on-site monitoring visits during the 2000-2001 school year. Of those 34 districts, 11 districts identified noncompliance during self-assessment in the area of failure to invite parents to meetings. 9 districts were determined noncompliant during monitoring in this indicator, and 14 districts were determined to be compliant. 5 districts identified noncompliance during self-assessment in the area of lack of parental participation at meetings, 3 districts were determined noncompliant during monitoring in this indicator, and 26 districts were determined to be compliant.

Parents Not Invited to Meetings		Lack of Parental Participation at Meetings	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
11	9	5	3

- During the 2001-2002 school year, compliance with parental participation was reviewed in 112 districts that participated in self-assessment during the 2000-2001 school year and received on-site monitoring visits during the 2001-2002 school year. Of those 112 districts, 33 districts identified noncompliance during the self-assessment in the area of failure to invite parents to meetings. 7 districts were determined noncompliant during monitoring in this indicator, and 72 districts were determined to be compliant. 12 districts identified noncompliance during self-assessment in the area of lack of parental participation at meetings, 4 districts were determined noncompliant during monitoring in this indicator, and 96 districts were determined to be compliant.

112 Districts Completed the Self-Assessment in the 2000-2001 School Year 112 Districts were Monitored During the 2001-2002 School Year			
Parents Not Invited to Meetings		Lack of Parental Participation at Meetings	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
33	7	12	4

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP Complaint Investigations

Table Issues Related to Parent Participation in Meetings
Identification of Non-Compliance: NJOSEP Complaint Investigations

School Year	Total Number of All Complaint Investigations	Number of Complaint Investigations Issues Related to Placement in the LRE	Complaint Investigation Outcome
2000-2001	257	5	3 districts non-compliant 2 districts compliant
2001-2002	275	6	3 district non-compliant 3 district compliant
2002-2003	279	5	3 districts non-compliant 2 districts compliant

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP Comprehensive System of Personnel Development and New Jersey State Improvement Grant – Between 7/01/02 and 6/30/03 NJOSEP continued to plan and implement personnel development activities to ensure that the provision of a free appropriate public education to children with disabilities was facilitated through parent involvement in special education services, including a formalized partnership agreement with the Statewide Parent Advocacy Network to conduct activities intended to increase family-school collaboration regarding the education of students with disabilities.

Data Source: New Jersey State Improvement Grant Partnership with the Statewide Advocacy Network: In response to the USDOE monitoring and the New Jersey Statewide Special Education Self-Assessment, NJOSEP in collaboration with the steering committee, developed a New Jersey State Improvement Grant Application, which was selected for award in July 2001. The grant included a partnership agreement with the Statewide Parent Advocacy Network, to implement activities based on research, demonstrating that families connected to peer supports are more knowledgeable about resources, have a sense of empowerment, feel more hopeful, and have a positive attitude about the abilities and future of their children. The grant included the following activities, intended to enhance SPAN leadership role in providing specific technical assistance and direct intervention services to families of students with disabilities:

Parent Support Group Initiative: Provide direct technical assistance and leadership in the development of local parent support groups. Local parent support groups will provide opportunities for parents to share information; problem solve issues regarding the education of their children; and identify areas of need and strategies for improvement within their local school districts.

Website Response Initiative: In response to the need for quick, interactive exchange identified by SPAN's website survey, parent information specialists will respond to parental questions and concerns, and provide guidance in a timely manner via the SPAN website.

Literacy and Core Curriculum Content Project: In collaboration with the NJDOE, parent trainers will learn the scope of the New Jersey Language Arts and Literacy Standards. Subsequently, these trainers will provide workshops for parents of students with disabilities that focus on strategies and techniques for fostering children's literacy.

Peer Consultant Network: Organize, train and develop a network of parent consultants to promote methods of gathering and using family input critical to comprehensive assessment and program development for students with disabilities. This will include the identification and application of strategies to support inclusive education; the use of positive behavior supports; access to the general education curriculum; and program modifications and supports.

SPAN Conference Scholarship Program: A Conference Scholarship Program will be implemented to support the participation of parents identified in-need of financial and other support, to attend SPAN's annual statewide conference.

Inclusion and Transition Newsletters In collaboration with NJOSEP, SPAN will develop four newsletters each year, two focusing on effective practices that support the education of students with disabilities in general education programs and two focusing effective transition practices.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

2. Targets:

Maintenance – Continued oversight by NJOSEP regarding the identification and correction of local agency noncompliance in the area of Parent Involvement to ensure that appropriate services are received by children with disabilities when parents are actively involved.

3. Explanation of Progress or Slippage:

In order to achieve the State Goal, Performance Indicators and Target, NJOSEP planned and implemented the following activities between July 1, 2002 and June 30, 2003 in order to ensure that appropriate services are received by children with disabilities when parents are actively involved.

I. Compliance with Requirements for Parent Involvement: During the 2002-2003 school year, compliance with parental participation was reviewed in 98 districts that participated in self-assessment during the 2001-2002 school year and received on-site monitoring visits during the 2002-2003 school year. Of those 98 districts, 15 districts identified noncompliance during self-assessment in the area of failure to invite parents to meetings, 6 districts were determined noncompliant during monitoring in this indicator, and 77 districts were determined to be compliant. 9 districts identified noncompliance during self-assessment in the area of lack of parental participation at meetings, 8 districts were determined noncompliant during monitoring in this indicator, and 81 districts were determined to be compliant.

98 Districts Completed the Self-Assessment in the 2001-2002 School Year And Were Monitored During the 2002-2003 SCHOOL YEAR			
Parents Not Invited to Meetings		Lack of Parental Participation at Meetings	
Noncompliance Determined By Self- Assessment	Noncompliance Determined Through On- Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
15	6	9	8

Outcome:

- As a result of the self-assessment/on-site monitoring process, local school districts found non-compliant with respect to the indicators: failure to invite parents to meetings (i.e. the district was unable to demonstrate it had provided written notification to the parent regarding the meeting) and a lack of parental participation at meetings (i.e. the district was unable to demonstrate it had made multiple attempts to secure parental participation) will be required to address these areas and correct non-compliance as a component of their improvement plans.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

II. NJOSEP Self-Assessment/Monitoring Process

- a. Opportunities for Parental Involvement:** NJOSEP developed a new comprehensive and continuous monitoring process in order to meet its responsibilities for overseeing compliance with federal and state mandates while focusing on state and local efforts on improved results for students with disabilities. Between July 1, 2002 and June 30, 2003 the monitoring process continued to provide for both local school district self-assessment and on-site review and includes several opportunities for obtaining parental input as described below:

Public Forums: the self-assessment and on-site monitoring processes both provide input through the provision of a public forum scheduled during the self-assessment process and at the beginning of the monitoring process. As part of the parental invitation to both public focus group meetings includes a form that parents may fill out to provide input in the event they are unable to attend the meetings. This form also serves to provide parents with the opportunity to provide input in the event they do attend but are uncomfortable speaking in public. Parents have also used this form to advise the monitors that they would like to be included in the parental interview process during the on-site monitoring visit.

Steering Committee: As part of the self-assessment, each LEA is expected to create a steering committee to provide input into the data collection; to participate in the district's data analysis and to contribute to the development and annual review of the district's improvement plan. During the self-assessment process, information is obtained from parents in a number of ways. The steering committee members, who include at least one parent of a student with a disability, either develop or use existing parent surveys to obtain information regarding the special education program and services within the district.

Parent Interviews: Parent interviews are conducted by NJOSEP monitors during the on-site monitoring process. Parents are selected randomly within a variety of categories, such as, parents of preschoolers, students in self-contained classes, in resource center classes, students at the elementary and secondary levels and students in out-of-district placements. In the event parents are unavailable during the day, the monitors use their NJOSEP issued cell phones to contact them during the evening. Additionally, if the district has a special education parent's organization, the monitoring team leader will contact the president of the organization to assist the monitoring team in identifying and contacting parents of students with disabilities.

Outcome:

- As of June 30, 2003 parents have been afforded more opportunities to provide information and input into the self-assessment and on-site monitoring processes.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

II. Training, Technical Assistance, and Information Dissemination

a. NJDOE System of Response to Telephone and E-Mail Inquires: The New Jersey Department of Education, through the NJOSEP central office staff, Learning Resource Center Network and 21 county offices maintained a system for responding to parent requests regarding: (a) clarification of issues relevant to the provision of FAPE for students with disabilities; (b) strategies for participation in the special education decision-making process; (c) procedural safeguards and the process for mediation or due process hearings and filing a complaint investigation. There are staff members designated to respond to specific areas relevant to the education of students with disabilities, including but not limited to: transition from early intervention to early childhood programs, transition from school to adulthood, statewide assessment, education of students who are deaf/hard of hearing, inclusive practices. In addition, NJOSEP staff respond to parent inquires received via e-mail through the Parent Circle regarding a wide range of issues.

Outcomes:

- As a result of the NJDOE system of providing technical assistance in response to parent initiated telephone and e-mail inquiries, parents have been provided timely information relative to the provision of FAPE, strategies for participating in the special education decision making process, and clarification regarding procedural safeguards and the process for mediation or due hearings and filing a complaint investigation.
- Parents are knowledgeable about their options in cases where they have a dispute with the local education agency as evidenced by the number of mediations, due process hearings, and complaint investigations processed by NJOSEP.

b. NJDOE/NJOSEP Website:

NJOSEP, between July 1, 2002 and June 30, 2003, received approximately 40-50 requests weekly for information via the *Parents Circle*, a component of the NJDOE web-site. Through the Parent Circle, inquires were forwarded to NJOSEP regarding a wide range of issues pertaining to the provision of special education and information about relevant resources. NJOSEP staff responded to these information requests either through e-mail or telephone contact.

In addition, NJOSEP posted the monitoring reports of LEAs and receiving schools, updates regarding NCLB requirements, code clarifications.

Outcomes:

- Parents receive timely responses to their inquiries regarding the provision of special education and information about relevant resources.
- NJOSEP is able to identify and respond to the most frequently raised issues and concerns of parents.
- Updated information was widely disseminated to parent and community members in a timely manner.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

b. NJDOE/NJOSEP Website (continued)

The NJDOE/NJOSEP website, between July 1, 2002 and June 30, 2003 contained a wide variety of information available to increase the awareness of parents, community members, and educators of information relevant to the education of students with disabilities.

Outcome:

- Family members had access to information including, but not limited to:

Parental Rights and Procedures: Parents may download a copy of Parental Rights in Special Education (PRISE) in English, Arabic, Chinese, Gujarat, Haitian, Creole, Korean, Polish, Portuguese, Russian, Spanish, and Urdu; model IEP forms; sample notice forms; a technical assistance document that details the special education process from referral, evaluation, and eligibility to IEP development, annual review and reevaluation

Special Education Administrative Law and Code: e.g. NJAC 1:6A – Special Education Programs; Special Education Amendments

Curriculum Standards and State Assessment Procedures: A publication designed for families – Students with Disabilities and the New Jersey Statewide Assessment System (June 2003); accommodations and modifications of test administration procedures for statewide assessments; Core Curriculum Content Stand Frameworks; Access to Education link that contains information on the Federal Project on Strategies to improve Access to the General Education Curriculum

Performance Information on School Districts and the State Regarding the Education of Children with Disabilities: The following state and federal monitoring reports are available: Federal Monitoring Report, September 2001; Statewide Special Education Self-Assessment, 2000; NJOSEP local district special education self-assessment document, June 2003; district specific special education final monitoring report (years 1999-2003); receiving schools special education final monitoring report; charts prepared by the United States Department of Education, Office of Special Education, containing the rankings of states according to the Dec. 1, 1999 data regarding the placement of students with disabilities in various placement categories; charts of participation and performance data for students with disabilities on state assessments for the years 1999-2001.

Contact Information: NJDOE's free e-mail news service to keep parents, students, and all other citizens informed of education news in New Jersey. This e-mail service provides news releases, reports, speeches, testimony, opinions, administrative code, and data, as well as any other information that the department distributes to educators and the media; E-mail link in the Parents Circle; contact telephone number for the Office of Special Education Programs; information regarding Child Find, an information and referral service for children birth-21 who may have a disability or developmental disability

Resource Information: Information regarding the four Learning Resource Centers that provide schools and parents with information services, materials circulation, technical assistance, consultation services and production services; a directory of programs for students who deaf/hard of hearing; directors of special education coordinators; bilingual child study teams; link to the Statewide Parent Advocacy Network website

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

c. Joint Training Activities: NJOSEP continued to sponsor joint training activities for school personnel and parents responsible for the education of students with disabilities during the period of July 1, 2002 through June 30, 2003. The training announcements were disseminated to each local district superintendent of school and special education director, the Learning Resource Center Network membership and special education parent groups on file at NJOSEP. Additionally, the LRC joint training workshops were advertised in two issues of *The Bridge*, a publication of the *Statewide Parent Advocacy Network*. The joint training activities were organized to provide for parent involvement (a) as part of a building level or district level team or (b) individual registration as indicated below.

Joint Training Sessions

District/Building Level Teams	Individual Registrations
<ul style="list-style-type: none"> • Inclusion Institute • Positive Behavior Support Initiative • Self-Assessment Steering Committee Trainings (Transition to Adulthood, Least Restrictive Environment, Disproportionate Rates of Minority Students in Special Education) • New Jersey State Improvement Grant – Coordination of Transition Services 	<ul style="list-style-type: none"> • Learning Resource Network Trainings (co-presented by an educator and parent) <ul style="list-style-type: none"> ▪ A Positive Approach to Managing Challenging Behavior ▪ Collaboration in the Special Education Process ▪ Linking IEPs with Core Standards ▪ Facilitating Transition from High School to College ▪ Transition to Preschool • Student Leadership Conferences

Outcomes:

- The joint training sessions provided a shared opportunity for parents and educators to receive the same information and to mutually address issues related to the provision of special education programs and services.
- Attendance at joint training sessions indicates that only a small percentage of parents of students with disabilities participate in the joint training activities.
- There is a need to identify strategies that have the potential to increase parent attendance at the joint training sessions.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- e. New Jersey State Improvement Grant Partnership with the Statewide Parent Advocacy Network (SPAN): Statewide Parent Advocacy Network (SPAN) Technical Assistance Resource Team (START):** NJOSEP received state treasury approval to formalize the NJSIG partnership agreement with SPAN in August 2002. A detailed implementation plan was developed by SPAN for each of the five START components in September 2002. SPAN recruited and hired a project director, to coordinate NJSIG START activities in January 2003. The START project director and one of the SPAN co-executive directors participated in each of the NJSIG management team activities, and identified needed parent components in other NJSIG activities. In addition, the START project director and staff have participated in several of the NJSIG and NJOSEP personnel development activities for the purpose of incorporating relevant content into START activities.
- Outcomes:**
- **START Parent Support Group Initiative:** Staff for the Parent Group Initiative were recruited and hired as of June 2003. The START project director has organized a process for identifying local school districts that have support groups for parents of students with disabilities and those that have an interest in initiating this type of group.
 - **Website Response Initiative:** The design of the START NJSIG website was initiated. Numerous resources, links, training opportunities, NJSIG products, and responses to frequently asked questions will be features of the website.
 - **Literacy and Core Curriculum Content Standards Project:** START staff met NJOSEP staff to discuss strategies for linking this initiative with the NJDOE Reading First, Early Childhood Literacy, and Abbot district reading initiatives.
 - **Peer Consultant Network:** Peer Consultant Network staff will be recruited during the remainder of Project Year 2. The network will focus on one to one support of parents in their active involvement in various aspects of the special education decision making process, with specific emphasis on transition, positive behavior supports, and inclusion of students with disabilities in general education programs.
 - **SPAN Conference Scholarship Program:** 50 parents of students with disabilities were able to participate in the Annual SPAN conference through the NJSIG START Scholarship Program. Through participation in the conference these parents had access to a wide variety of workshops focused on parental rights, parental participation in the special education process and topics relevant to the design and delivery of special education programs and services. Additionally, the parents were able to network with other parents and school personnel participating in the conference.
 - **Inclusion and Transition Newsletters:** Drafts of four newsletters, two focusing on effective practices for including students with disabilities in general education programs (INCLUSION INSIGHTS) and two focusing on effective practices for transitioning students with disabilities to adulthood (TRANSITIONS) were submitted to NJOSEP for editorial review.
 - As a result of the New Jersey State Improvement Grant partnership with SPAN there is increased collaboration regarding the planning and implementation of personnel development activities. Specifically, the participation of SPAN staff at NJSIG management meetings has ensured that training content includes information that is relevant to increasing the effective involvement of parents of students with disabilities.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- f. Publications:** NJOSEP continued to develop a Special Education Handbook that details the stages of the special education decision-making process. The document is being designed as a “user-friendly” guide for parents and school personnel.

Outcome:

- The following sections of the Special Education Handbook were reviewed in draft form: *A Collaborative Team Approach; Before the Point of Referral for Special Education; Referral; Evaluation; The Written Report; Developing the IEP; The Role of Team Members.*

- g. Parent Membership - Learning Resource Center Network Regional Centers:** Parent membership during the 2002-2003 school year totaled 1,382. During this time period the LRC added parent resource materials focused on child development, discipline, family involvement-parent/school relationships-parent participation, parent education, parenting skills, parent support, parents as teachers, and offered joint trainings for parents and educators as indicated above.

Outcome:

- Parent members of the Learning Resource Center of students accessed a variety of state of the art resources regarding the education of students with disabilities. There is a need to increase parent membership.

III. Parental involvement in Program Improvement Activities

- a. Program Effectiveness:** The Program Effectiveness Component of NJOSEP's local school district self-assessment process includes a goal and indicator focused on parental participation. Each local school district participating in the self-assessment during the 2002-2003 school year is expected to address this area of parental participation as indicated below:

Goal 3: To increase parental participation in educational activities regarding students with disabilities

Indicator. To increase parental attendance and active participation at IEP meetings, parent/teacher conferences/advisory panels, committees, initiatives and parent/professional development activities.

- ❖ *How does the district encourage parents to attend the above meetings?*
- ❖ *How does the district encourage parents' active participation in the above meetings?*
- ❖ *How do these practices ensure that parental input is included and valued in the decision-making processes? How do the practices of the district effectively ensure that parents understand their rights?*

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Outcomes:

- As a result of completing the Program Effectiveness section of the NJOSEP self-assessment, local school districts focused on the issue of Parental Participation and identified strategies to increase parent involvement. Examples of these strategies include implementing parent workshops; identifying and implementing a program to improve the communication between parents and the general education and special education teachers; producing and distributing a Parent Handbook; organizing a parent-staff support group; establishing a parent advisory committee.

- b. Parent Involvement/ Committee Participation and Collaboration:** NJOSEP has collaborated with parents of students with disabilities in the planning and implementation of program improvement activities through involvement on the Special Education Steering Committee, State Special Education Advisory Council, NJSIG management team.

Outcome:

- As a result of parent representation on NJOSEP's Special Education Steering Committee, State Special Education Advisory Council, and NJSIG management team parental input was obtained regarding the planning of program development activities (e.g. transition from school to adulthood program development activities (SSEAC transition subcommittee); expanding the Learning Resource Center joint training opportunities (SPAN NJSIG START project director and co-executive director); requiring parent involvement in the NJSIG School-wide Behavioral Support initiative (SPAN NJSIG project director).

- c. Parent Involvement in Local Capacity Building and Improvement Grant Activities:** A component of the Local Capacity and Improvement grants – Least Restrictive Environment was preparing school staff, students, and parents for the transition of students with disabilities from separate special education programs/facilities to general education programs.

Outcomes:

- Based on a review of capacity grant progress and fiscal reports, capacity districts used the following strategies to prepare for the transition of students with disabilities in general education programs and to subsequently support their inclusive placement:
 - classroom presentations for parents during "Back to School Nights" and "Open House" by teachers, inclusion facilitators, behavior specialist;
 - workshops on topics including special education law, accommodations and modifications, assistive technology, behavior management, organizational skills, reading strategies;
 - use of e-mail and web-sites to improve communication with parents;
 - use of parent volunteers in the classrooms;
 - network opportunities for parents to connect with other parents.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

4. Projected Targets:

- By the end of the monitoring cycle in 2006, NJOSEP will have completed a process that will result in the development and implementation of activities and strategies that will bring about the correction of identified areas of need on a statewide basis, including the provisions relevant to parental participation in the special education decision making process. These indicators included: parent notification for attendance in meetings (i.e. the district was unable to demonstrate it had provided written notification to the parent regarding the meeting) and parental participation in meetings (i.e. the district was unable to demonstrate it made multiple attempts to secure parental participation).

As established in the NJSIG Project Evaluation:

- Increased family-school collaboration to support the education of students with disabilities
- Increased ability of parents to problem solve within the special education decision making process
- Increased parent knowledge regarding the education of children with disabilities
- Increased ability of parents to identify local school district areas of need and strategies for improvement

5. Future Activities to Achieve Projected Targets/Results:

NJOSEP will implement the activities listed below between July 1, 2003 and June 30, 2004 to achieve the State Goal, Performance Indicators, and Targets.

I. Compliance with Requirements for Parent Involvement

a. NJOSEP Self-Assessment Monitoring Process: 121 local school districts will participate in the local school district self-assessment process and 110 local school districts will receive an on-site monitoring. Those districts that either self-identify or are found non-compliant during the on-site monitoring, will address the provisions for parental participation in their improvement plans. Representatives from local school districts will receive technical assistance from the Bureau of Program Accountability relative to the identification and correction of non-compliance, including mandates related to parental participation in the special education decision making process.

Anticipated Outcomes:

- As a result of the technical assistance sessions, the 121 LEAs participating in the self-assessment process will accurately identify areas of strength and areas in need of improvement relative to Parental Involvement requirements, resulting in the correction of non-compliance and increased parental participation.
- As a result of on-site monitoring visits, LEAs failing to identify non-compliance relative to parental involvement requirements, will be cited for failure to comply with these requirements and will be required to address this area in their improvements plans, resulting in the correction of non-compliance and increased parental participation.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

b. Verification of Implementation of Improvement Plan Activities: NJDOE will conduct verification activities, to include desk audits and on-site visits, to determine whether improvement plan activities have been implemented and have resulted in compliance with requirements for parental participation and increased parental involvement in the special education decision making process.

Anticipated Outcome:

- As a result of the implementation of these verification activities, NJOSEP will be able to determine the extent to which LEAs have corrected non-compliance in those areas related to Parental Involvement.

II. NJOSEP Self Assessment/ Monitoring Process:

a. Opportunities for Parental Involvement: Between July 1, 2003 and June 30, 2004, NJOSEP will continue obtaining parental input during the local school district self-assessment process and on-site monitoring through public forums, steering committee membership, and parent interviews. The receiving school monitoring process will be reviewed to determine strategies for increasing opportunities for parental involvement.

Anticipated Outcome:

- Parental input will be used by monitors in their evaluation of local school district practices relative to the education of students with disabilities.

III. Training, Technical Assistance, Information Dissemination

a. NJDOE System of Response to Telephone, Written, and E-Mail Inquiries: Between July 1, 2003 and June 30, 2004, NJOSEP will continue to maintain its system for responding to parent requests regarding: (a) clarification of issues relevant to the provision of FAPE for students with disabilities; (b) strategies for participation in the special education decision-making process; (c) procedural safeguards and the process for mediation or due process hearings and filing a complaint investigation.

Anticipated Outcome:

- As a result of the NJDOE system of providing technical assistance in response to parental initiated telephone and e-mail inquiries, parents will continue to be provided timely information relative to the provision of FAPE, strategies for participating in the special education decision making process, and clarification regarding procedural safeguards and the process for mediation or due process hearings and filing a complaint investigation.

b. NJDOE/NJOSEP Website:

Between July 1, 2003 and June 30, 2004 NJOSEP will expand its website to include information about the implementation of the New Jersey State Improvement Grant. This will include links to other NJSIG web sites, including the SPAN START web site.

Anticipated Outcome:

- Increased awareness of the NJSIG goals, objectives, and activities and NJSIG parent resources.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

c. Joint Training Activities:

Increased Publicity: NJOSEP, in collaboration with SPAN, identified several strategies that will be implemented between July 1, 2003 and June 30, 2004 to increase parental attendance at joint training activities. These strategies include: (a) disseminating a survey to LEAs through the county supervisors of child study to obtain an updated listing of special education parent organizations; (b) disseminating a schedule and description of joint training activities at the annual SPAN Conference to be held in March 2004; supplementing the announcement of training sessions for educators and parents with a separate announcement about joint trainings to school districts and parent organizations; continuing to announce the joint trainings in the SPAN publication, *The Bridge*.

Anticipated Outcome:

- Increased attendance of parents at NJOSEP sponsored joint training activities.

Joint Training by NJOSEP and SPAN - Parent/Educator Collaboration in the Special Education Process: In the fall of 2003 NJOSEP will partner with SPAN to develop a joint training *Parent/Educator Collaboration in the Special Education Process*. The training session will be conducted by a SPAN staff member and a NJOSEP Learning Resource Center special education consultant. School staff and parent participants will be engaged in active dialogue and self-reflection throughout the session. Opportunities will be provided for participants to review tools that can be used to gather information from parents, educators and students in preparation for IEP meetings so that the varied perspectives can be represented during the IEP decision making process. This joint training workshop will be offered as part of the fall 2003 and spring 2004 training schedule.

During the summer of 2004 (by June 30, 2004) NJOSEP and SPAN will collaborate to develop a train-the-trainer extension of the *Parent/Educator Collaboration in the Special Education Process* joint training workshop. This training will be designed for district teams (e.g. child study team member(s) and parents) with the goal that these team members will turnkey the training content to other district and parent representatives.

Anticipated Outcomes:

- As a result of these joint training sessions, parents and educators will have: (a) increased awareness of key behaviors that facilitate effective communication and collaboration; (b) increased and common understanding of students' needs relative to IEP development; and (c) tools and strategies that facilitate ongoing parent/educator collaboration before, during and after IEP development; and (d) more positive attitudes about home/school partnerships.

d. New Jersey State Improvement Grant Partnership with the Statewide Parent Advocacy Network (SPAN):Statewide Parent Advocacy Network (SPAN Technical Assistance Resource Team (START): NJOSEP will continue to implement the NJSIG partnership agreement with SPAN between July 1, 2003 and June 30, 2004. Through a grant agreement, SPAN activities will be focused on the following six objectives:

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Objective 1: Organize and provide direct technical assistance and leadership in the development of local/parent/family support groups through the Parent Support Group initiative. In this regard, SPAN will identify the nature and extent of parent organization capacity in districts across the state; (superintendents and directors of special services) regarding project services for district development of parent groups;

Objective 2: Organize and implement a network of Peer Consultants to provide technical assistance and training to families to assist them in their effective participation in the development and implementation of programs and services for their child. SPAN activities to be conducted with regard to this objective will include: recruitment of peer consultants; training peer consultants; assignment of peer consultants to each region; assignment of each trained peer consultant to individual families in their region to provide information, referral and support.

Objective 3: Provide technical assistance and training for parents and school personnel of students with disabilities on strategies and techniques to involve families in their child's literacy development and to collaborate with schools to support the progress of children with disabilities in New Jersey's Core Curriculum Content Standards (NJCCCS). To this end, SPAN, in collaboration with staff from NJOSEP and the NJDOE Reading First initiative, will identify and retain an expert consultant on Family Literacy and the NJCCCS and target districts to be involved in the training sessions. The consultant, in collaboration with NJOSEP and SPAN, will be responsible for developing the training for implementation in Project Year 3.

Objective 4: Implement an online resource for families and educators of students with disabilities to disseminate information to families with children with disabilities and support the improvement of New Jersey special education programs. In this regard, SPAN will design and implement a START section within SPAN's website to include Frequently Asked Questions and listserve(s) for parents/caregivers.

Objective 5: Disseminate information on promising practices and resources in New Jersey through the development of two Inclusion and two Transition Practices newsletters. The newsletter content will be developed in collaboration with NJOSEP, identifying current models, resource links and resources, etc.

Objective 6: Organize and implement a scholarship program to support the participation of parents that have been identified as in need of financial and other support to attend SPAN's Annual State Conference. To this end, SPAN will identify potential recipients through outreach to support groups, advertisement in conference brochure and past attendees; make scholarship determinations; notify parents of scholarship award; and award scholarships.

NJSIG Management Team: The START project director and Executive Co-Director(s) of SPAN will continue to participate in NJSIG management team meetings and grant coordinating activities.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Anticipated Outcomes:

- Increased family-school collaboration to support the education of students with disabilities
- Increased ability of parents to problem solve within the special education decision making process
- Increased parent knowledge regarding the education of children with disabilities
- Increased ability of parents to identify local school district areas of need and strategies for improvement

e. Publications:

Special Education Handbook: NJOSEP will finalize the Special Education Handbook and disseminate it by posting on the NJDOE website and mailings to parent and advocacy organizations will provide content that can be incorporated into the NJOSEP Learning Resource Center Network joint trainings with SPAN.

Anticipated Outcome:

- A user-friendly document that will guide parents through various stages of the special education process.
- The Special Education handbook can provide a content basis for the NJOSEP Learning Resource Center Network joint trainings with SPAN and related NJSIG trainings and technical assistance sessions.

Parental Rights in Special Education (PRISE): The Parental Rights in Special Education (PRISE) booklet will be amended by the spring of 2004 and subsequently disseminated on the NJDOE/NJOSEP website and distributed to local school districts to be provided to parents as required by State regulations.

Anticipated Outcome:

- The revised PRISE document will provide revised information regarding the following:
 - a discussion of whether personal insurance may be utilized to obtain evaluations or services;
 - a discussion of independent evaluations;
 - an amended discussion of requests for emergency relief that may be filed with a request for a due process hearing;
 - a discussion of how the NJDOE proceeds when the subject of a request for a complaint investigation is also being addressed in a due process hearing; and
 - a revised form for applications for mediation, due process hearings and requests for emergency relief that gathers additional pertinent information, and makes clear that requests for emergency relief must accompany a request for a due process hearing.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

b. Parent Involvement/Committee Participation and Collaboration: NJOSEP will continue to collaborate with parents in the planning and implementation of program improvement activities through involvement on the Special Education Steering Committee, State Special Education Advisory Council, and NJSIG management. These will be opportunities for parent input, from each of these groups, regarding the implementation of NJSIG activities, through the NJSIG evaluation that will be initiated during the 2003-2004 school year.

III. Parent Involvement in Program Improvement Activities

a. Program Effectiveness: The Program Effectiveness section of the NJOSEP self-assessment will be completed by the 110 local school districts during the 2003-2004 school year, requiring local school districts to determine the extent to which they need to increase parental participation in educational activities regarding students with disabilities.

Anticipated Outcome:

- The 110 local school districts participating in the self-assessment process will examine the issue of parental involvement and based on this review, identify needed improvement strategies.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probes:

- BF.I** Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general education enrollment?
 For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment?
 For each particular educational setting, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general education enrollment?
- BF.II** Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
- BF.III** Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
- BF.IV** Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V** Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF. VI** Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and Related services, improving?

State Goal:

All children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Performance Indicator(s)

- The percentage of children with disabilities receiving special education, by race/ethnicity, is proportionate to the percentage of children, by race/ethnicity, in the State's general education enrollment.
- For each particular disability category, the percentage of children, by race/ethnicity, is proportionate to the percentage of children, by race/ethnicity, in the State's general education enrollment.
- For each particular educational setting, the percentage of children, by race/ethnicity, is proportionate to the percentage of children, by race/ethnicity, in the State's general education enrollment.
- High school graduation rates, and drop-out rates, for children with disabilities are comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies.
- Performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.
- Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.
- The early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, are improving

1. Baseline/Trend Data: *(Use Attachments 2 and 3 when completing this cell.)* **See pages 64-68 below**

- ❖ **BF.1** *Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general education enrollment?*
For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment?
For each particular educational setting, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general education enrollment?

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

R O W	A	B	C	D	E	F	G	H	I	J	K	L
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	ENROLLMENT Ages 6-21	1367263	801188	58.5	243453	17.8	227146	16.6	93232	6.8	2244	.16
2	All Disabilities	205077	121507	59.2	46033	22.4	32310	15.7	4911	2.3	316	.15
3	Difference (Row 2 – Row 1)			.74		4.6		-.84		-4.4		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.01		.26		-.05		-.64		-0.03
BY DISABILITY CATEGORY												
2	Specific Learning Disabilities	103324	61445	59.4	22514	21.7	17558	16.9	1641	1.58	166	.16
3	Difference (Row 2 - Row 1)			.96		3.9		.39		-5.2		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.01		.22		.02		-.076		0
2	Mental Retardation	6209	2110	33.9	2416	38.9	1457	23.4	213	3.4	13	.2
3	Difference (Row 2 - Row 1)			-24.5		21.1		6.8		-3.3		.04
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.41		1.18		.41		-.49		.25
2	Hearing Impairments	1624	909	55.9	297	18.2	295	18.1	121	7.4	2	.123
3	Difference (Row 2 - Row 1)			-2.5		.48		1.5		.65		-.037
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.04		.027		.09		.09		-.230
2	Autism	4161	2813	67.6	665	15.9	401	9.6	279	6.7	3	.072
3	Difference (Row 2 - Row 1)			9.1		1.8		-6.9		.095		-.088
4	Relative Difference (Row 3/ Row 1)											

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

	Bold if > 0.20 or < -0.20			.15		.10		-.419		.014		-.549
	A	B	C	D	E	F	G	H	I	J	K	L
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
2	Multiple Disabilities	23688	11746	49.7	7513	31.7	3833	16.1	558	2.3	38	.16
3	Difference (Row 2 - Row 1)			-8.9		13.9		-.419		-4.4		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.15		.78		-.025		-.654		0
2	Emotional Disturbance	13599	6760	49.7	4689	34.4	1973	14.5	156	1.14	21	.154
3	Difference (Row 2 - Row 1)			-8.7		16.6		2.1		-5.65		-.00
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.15		.93		.126		-.831		-.03
2	Visual Impairments	370	224	60.5	61	16.4	67	18.1	18	4.86	0	0
3	Difference (Row 2 - Row 1)			2.1		-1.31		1.5		-1.9		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.035		-.074		.091		-.285		0
2	Orthopedic Impairments	577	391	67.7	76	13.1	81	14.8	28	4.8	1	.173
3	Difference (Row 2 - Row 1)			9.2		-4.6		-2.5		-1.9		.013
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.158		-.26		-.154		-.286		.083
2	Other Health Impairments	13009	9402	72.2	2113	16.24	1252	9.624	227	1.7	15	.115
3	Difference (Row 2 - Row 1)			13.7		-1.557		-6.976		-5.1		-.045
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.235		-.087		-.42		-.743		-.279
2	Deaf Blindness	27	12	44.4	8	29.63	5	18.5	2	7.4	0	0
3	Difference (Row 2 - Row 1)			-14.05		11.83		1.91		.607		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.240		.665		.116		.089		0

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
2	Traumatic Brain Injury	2262	1042	46.2	831	36.6	324	14.3	61	2.697	4	.17
3	Difference (Row 2 - Row 1)			-12.4		18.9		-2.27		-4.103		.017
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.21		1.06		-.137		-.603		.105
2	Language Impairments	9968	5376	53.9	1880	18.86	2140	21.469	555	5.56	17	.171
3	Difference (Row 2 - Row 1)			-4.56		1.060		4.869		-1.232		.011
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.078		.06		.293		-.181		.066
2	Speech Only	26259	19277	73.4	2970	11.3	2924	11.1	1052	4	36	.137
3	Difference (Row 2 - Row 1)			14.9		-6.49		-5.46		-2.79		-.023
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.255		-.365		-.329		-.41		-.143
BY EDUCATIONAL ENVIRONMENT												
2	Outside Regular Class 21%	84425	60599	71.7	11728	13.8	9693	11.4	2299	2.7	106	.126
3	Difference (Row 2 - Row 1)			13.2		-3.9		-5.11		-4.1		-.034
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.227		-.22		-.308		-.60		-.215
2	Outside Regular Class 21-60%	62671	36315	57.9	13939	22.2	11010	17.5	1283	2.0	124	.198
3	Difference (Row 2 - Row 1)			.55		4.4		.968		-4.8		.038
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.009		.25		.058		-.699		.237

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

		All Columns C+E+G+ I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
2	Outside Regular Class >60%	35948	13626	37.9	13174	36.6	8345	23.2	747	2.1	56	.156
3	Difference (Row 2 - Row 1)			-20.6		18.8		6.6		-4.7		-.004
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.35		1.05		.39		-.69		-.026
2	Separate Public School	7345	3463	47.1	2521	34.3	1114	15.1	239	3.254	8	.109
3	Difference (Row 2 - Row 1)			-11.4		16.5		-1.43		-3.546		.051
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.19		.928		-.086		-.521		-.319
2	Private Day School	11887	6404	53.8	3496	29.4	1689	14.2	281	2.364	17	.143
3	Difference (Row 2 - Row 1)			-4.6		11.6		-2.4		-4.436		-.017
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.08		.652		-.14		-.652		-.106
2	Private Residential Facility	201	164	81.6	20	9.95	12	5.97	5	2.488	0	0
3	Difference (Row 2 - Row 1)			23.8		-7.85		-10.630		-4.312		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.395		-.441		-.640		-.671		0
2	Home Instruction	1163	635	54.6	318	27.3	179	15.3	26	2.23	5	.430
3	Difference (Row 2 - Row 1)			-3.9		9.5		-1.2		-4.5		2704
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.067		.53		-.073		-.671		1.687
2	Public Residential	459	160	34.8	196	42.7	84	18.3	19	4.139	0	0
3	Difference (Row 2 - Row 1)			-23.7		24.9		1.7		-2.66		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.404		1.39		.102		-.391		0

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

		All Columns C+E+G+ I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
2	Corrections	978	141	14.4	641	65.5	184	18.81	12	1.227	0	0
3	Difference (Row 2 - Row 1)			-44.1		47.7		2.21		-5.57		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.75		2.682		.133		-.82		0

Insert additional row sets (rows 2-4) for each environment category.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Findings:

All Disabilities Combined: Among all students with disabilities, African Americans are the only group overrepresented. African Americans constitute 17.8% of the total general education enrollment, but constitute 22.4% of the total special education population. Asians are the only underrepresented racial group.

SLD: Among students with disabilities identified as Severely Learning Disabled, African Americans are the only group overrepresented. African Americans constitute 21.7% of Severely Learning Disabled students, but comprise 17.8% of the general education student population.

MR: Among students with disabilities identified as Mentally Retarded, African Americans, Hispanics, and Native Americans are overrepresented. Among the overrepresented, African Americans, Hispanics, and Native Americans comprise 38.9%, 23.4% and .2%, respectively, of the students identified as Mentally Retarded, but comprise 17.8%, 16.6% and .16%, respectively, of all general education students.

MD: Among students with disabilities identified as having Multiple Disabilities, African American students are the only group overrepresented. African American students comprise 31.7% of all students with Multiple Disabilities, despite comprising 17.8% of the general education student population.

ED: Among students with disabilities identified as Emotionally Disturbed, African American students are the only group overrepresented. African American students comprise 34.4% of students in the Emotionally Disturbed category and are 1.9 times more likely to be identified in this category, despite comprising 17.8% of the general education student population.

DB: It should be noted that there are only 27 students (state-wide) identified as Deaf-Blind. Of these students, African American and Asian students are the only two overrepresented groups. African American and Asian students comprise 30% and 7.4% of those classified in this category despite comprising 17.8% and 6.8% of the general education student population.

TBI: Among students with disabilities identified as Traumatic Brain Injured, African American students are the only overrepresented group. African American students comprise 36.6% of students in this category despite comprising 17.8% of the general education student population.

LI: Among students with disabilities identified as Language Impaired, Hispanic students are the only group overrepresented. Hispanic students comprise 21.5% of the students in this category despite comprising 16.6% of the general education student population.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Placement Categories

21% - 60% Outside Regular Class:

Among students with disabilities placed in settings outside the general education classroom between 21-60% of the time, African American and Native American students are overrepresented. African American and Native American students comprise 22.2% and 17.5% of those placed in this setting, but comprise only 17.8% and 16.6% of all general education students.

>60% Outside Regular Class:

Among students with disabilities placed in settings outside the general education classroom for greater than 60% of the time, African American and Hispanic students are overrepresented. African American and Hispanic students comprise 36.6% and 22.2% of students in this setting, despite comprising only 17.8% and 16.6%, respectively, of the general education student population.

Separate Public School:

Among students with disabilities placed in Separate Public Schools, African Americans are the only group overrepresented. African American students comprise 34.3% all students in this category despite comprising 17.8% of the general education student population. Asians and Native Americans are the only two underrepresented groups.

Private Day School:

Among students with disabilities placed in Private Day Schools, African Americans are the only group overrepresented. African American students comprise 29.4% of all students in this category despite comprising 17.8% of the general education student population.

Home Instruction:

Among students with disabilities placed on Home Instruction, African Americans and Native Americans are the only groups overrepresented. African Americans and Native Americans comprise 27.3% and .43%, respectively, of students in this setting despite comprising 17.8% and .16% of the general education student population. Asians are the only underrepresented group.

Public Residential Facilities:

Among students with disabilities placed in Public Residential Facilities, African Americans are the only group overrepresented. African Americans comprise 42.7% of students in this setting, despite comprising only 17.8% of the general education student population. In other words, African Americans are placed in Public Residential facilities at a rate that is 2.4 times higher than their composition in the general education student population.

Corrections: Among students with disabilities placed in Correction Facilities, African Americans are the only group overrepresented. African Americans comprise 65% of students in this setting, despite comprising only 17.8% of the general education student population. In other words, African Americans are placed in Correctional facilities at a rate that is 3.65 times higher than their composition in the general education student population.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: Memorandum of Understanding between the United States Department of Education, Office for Civil Rights and NJOSEP: The State of New Jersey, Department of Education, Office of Special Education Programs and USDOE, Office for Civil Rights entered into a Memorandum of Understanding in March 1999. The MOU solidified our mutual commitment to address any inappropriate placement of minority students in special education in New Jersey. According to correspondence from OCR dated 1/28/03 (Reference No. 02-99-5012) – 01/28/03, “OCR has concluded that the provisions of the MOU have been implemented in accordance with the regulations enforced by OCR. Pursuant to the MOU, staff from NJDOE and OCR, along with members of the Equity Assistance Center at New York University and the Northeast Regional Resource Center, have created a model program memorialized in part, in NJDOE procedures. We have also conducted numerous joint technical assistance sessions for New Jersey districts to assist them in addressing this complex issue. The collaborative effort that developed the model program has been very successful and, although we have concluded the monitoring phase, we look forward to continuing our joint technical assistance efforts to support New Jersey districts with respect to this issue to ensure that no child in the state is left behind.....”

Data Source: NJOSEP Self Assessment/Monitoring Process: NJOSEP has incorporated the issue of disproportionate rates of minority students determined eligible for special education and placement in more restrictive special educational placements into Part One of the local school districts self assessment/monitoring process. Part One, Program Effectiveness, consists of five goals, is data driven and focused on improved results for students with disabilities. Goal 5 addresses the issue of disproportionate rates of minority students in special education, requiring districts “To identify and reduce any inappropriate disparities among racial ethnic groups in eligibility for special education and placement. Each local school district participating in the self-assessment process is expected to analyze eligibility and placement data to determine whether or not disproportionate rates exist, and to report conclusions regarding the district’s status as part of the program improvement plan.

Additionally, NJOSEP targets districts for a more extensive data collection, data analysis, and improvement planning process, when they meet the following criteria:

Classification Rate Comparison Criteria

a) More than 100 African –American males enrolled (general and special education; b) More than 100 White males enrolled (general and special education); c) Difference between the child study team classification rate for African-American males and white males was greater than six percentage points; and the d) Difference of six percentage points exists for three consecutive years.

2. Targets:

Identify and reduce any inappropriate disparities among racial ethnic groups in eligibility for special education placement. (NJOSEP Local School District Special Education Self-Assessment).

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress/Slippage

In response to the baseline data reported above and in order to achieve the State Goal, Performance Indicator and Target, NJOSEP planned and implemented the activities listed below between July 1, 2002, and June 30, 2003.

I. Continued Collaboration with the USDOE, Office for Civil Rights, NYU Equity Assistance Center, and the Northeast Regional Resource Center: NJOSEP continued its collaboration with OCR, EAC, and NEERC in refining data collection and improvement planning protocols, reviewing local district data submissions, reviewing improvement plans and providing technical assistance to targeted school districts.

Outcomes:

- As a result of the collaborative relationship, local education agencies receive technical assistance reflecting the expertise of a multiple agencies relative to data collection (quantitative and qualitative data), data analyses, improvement planning and issues related to cultural diversity and bias.
- As a result of the collaborative relationship, NJOSEP has incorporated the issue of disproportionate rates of minority students into the special education self assessment process. Each NJOSEP, commencing with the 2001-2002 school year, NJOSEP targets districts that must conduct an extensive data collection and data analysis process to identify potential factors in the identification, eligibility, placement process that may be contributing to the disproportionate rates. The collaborating agencies have developed data collections tools for the LEAs to use in this analysis, to assist in gathering information relative to patterns of differential treatment.
- The collaborating agencies have identified interim measures to assess the extent to which LEAs are taking appropriate actions to reduce any inappropriate placement of minority students in special education. As appropriate, local districts incorporate activities that are consistent with the benchmarks of progress in their improvement plans. The interim measures include: discussion/publication of the issue within the school community as well as the larger community; the provision of general education interventions that are responsive to the diversity of the student population; the ongoing collection, analysis, and reporting of disaggregated general intervention data (e.g. types and duration of interventions); and the ongoing collection, analysis, and reporting of referral, eligibility, and placement data; identification of curricular, instructional, and personnel development strategies that are responsive to quantitative and qualitative data findings.
- Between July 1, 2002 and June 30, 2003 the collaborating agencies initiated the data collection process with 9 LEAs and continued review of improvement plans with 12 districts. Through the self assessment process, local school districts have consistently identified inadequate data collection procedures relative to the type, duration, and intensity of general education interventions. In this regard, local districts are revising their data collection and general education (prereferral) identification procedures.
- Through the self-assessment process and technical assistance provided by the collaborating agencies, the issue of disproportionate rates is being addressed by general and special education as evidenced by the number and roles of general education personnel participating in the TA meetings.
- While NJOSEP is cautious not to prematurely make judgments about changes in the data (either positive or negative) there are data that suggest a positive trend in the first two groups of targeted districts. A review of December 1, 2002 data shows a decrease in the difference between the black and white males classification rates in 16 or 18 districts. NJOSEP will continue to review the district data annually to determine the implication of these preliminary findings.
- As a result of the collaborative relationship, OCR did not conduct a compliance review for the issue of inappropriate placement of minority student in special education in New Jersey between July 1, 2002 and June 30, 2003.

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

4. Projected Target:

By June 2005, each of the targeted districts will be implementing an ongoing data collection, data analysis and improvement planning process to identify patterns of differential treatment and identifies responsive to such patterns, to reduce disproportionate rates of minority students in special education.

5. Future Activities to Achieve Projected Targets/Results:

6. Projected Timelines

NJOSEP will implement the activities listed below between July 1, 2003 and June 30, 2004 to achieve the State Goal, Performance Indicators, and Target:

I. Continued Collaboration with the USDOE, Office for Civil Rights, NYU Equity Assistance Center, and the Northeast Regional Resource Center: NJOSEP will continue its collaborative relationship with OCR, EAC, and NEERC in providing technical assistance to targeted LEAs.

Anticipated Outcomes:

- Based on analysis of data, NJOSEP has identified six districts targeted to participate in a detailed data collection, data analysis and improvement planning process during the 2003-2004 school year.
- NJOSEP will provide technical assistance to the LEAs that were targeted during the 2002-2003 school year regarding their data submissions and improvement plan development and implementation.
- NJOSEP will review, based on December 1 data, the eligibility and placement rates of targeted districts.
- NJOSEP will post the excel data collection tool, developed by the collaborating agencies, on its website in order to provide for increased dissemination and use of this protocol.
- The effectiveness of the collaborative initiative will be assessed by evaluation staff from NYU and NEERC that have not been involved in the planning or implementation of the technical assistance activities.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

BF. II High school graduation rates, and drop-out rates, for children with disabilities are comparable to graduation rates and drop-out rates for nondisabled children.

1. Baseline/Trend Data

Data Source: State Exiting Report

2. Target: Targets have not been identified in this area.

3. Explanation of Progress or Slippage:

Drop-out Rates:

Data to determine the rate of dropout among students with disabilities is collected annually through the State Exiting Report. On the Exiting Report, the number of students that dropped out for the previous year (as a snapshot) is collected by district and by all federal disability categories for students ages 14-21. These figures are aggregated to a statewide number and that rate is calculated by dividing the total reported number of students that dropped out, statewide, by the total reported number of students with disabilities for a given school year.

A similar but slightly different rate is used for determining the dropout rate among general education students. Data to determine the rate of dropout for general education students collected by adding the total number of students over four years (by cohort) that dropped out and dividing by the total remaining enrolled (within the cohort) after four years.

The two drop-out calculations are slightly different. Unlike the general education data collection, the Exiting Report for students with disabilities is not designed for, or capable of tracking rates of drop-out by cohort-it can only be done as a snapshot in time. For this reason, there is slight variation in the method of calculating these two rates. With the eventual development of a student-level database, NJOSEP anticipates greater consistency in how these rates are derived for these two populations.

Graduation Rates:

Similar to the drop-out rates, data to determine the rate of graduation among students with disabilities is collected annually through the State Exiting Report. On the Exiting Report, the number of students that graduate for the previous year (as a snapshot) is collected by district and by all federal disability categories for students ages 14-21. These figures are aggregated to a statewide number and that rate is calculated by dividing the total reported number of students that graduate, statewide, by the total reported number of students with disabilities for a given year.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

A similar but slightly different rate is used for determining the graduation rate among general education students. Data to determine the rate of graduation for general education students is collected by dividing by the total number of students graduating by the total number of students graduating plus the total number that dropped out (within that 4 year cohort).

The two graduation calculations are slightly different. Unlike the general education data collection, the Exiting Report for students with disabilities is not designed for, or capable of, tracking cohorts. The graduation rate for general education students is derived by dividing the total number of students that graduated by the total number of students that graduated plus those that dropped out (by cohort over 4 years). Since the Exiting Report only takes a snapshot of the students with disabilities that dropped out, there is slight variation in the method of calculating these two rates. With the eventual development of a student-level database, NJOSEP anticipates greater consistency in how these rates are derived for these two populations.

Over the past two years, the graduation and drop-out rates for students with disabilities has shown an improving trend consistent with that of the general education population. The dropout rate for the 2001-2002 school year for students with disabilities was 4.8 percent, compared to 2.6 percent for the general education population. During the 2002-2003 school year, these rates dropped to 3.6 and 1.9 percent, respectively, for students with disabilities and the general education population.

Similarly, graduation rates among students with disabilities improved during this period. During the 2001-2002 school year, the graduation rate for students with disabilities was 75 percent. For the 2002-2003 school year, this rate improved to 80 percent. The formula used to calculate the 2001-2002 general education graduation rate changed during this year, so there is no comparable data. The general education graduation rate (under the new formula) for the 2002-2003 school year was 89.4 percent.

Currently NJ DOE does not have a student database and does not have a more consistent method of calculating dropout and graduation rates. In the 2005-2006 school year, under the New Jersey Department of Education's planned student database, the Office of Special Education plans to have in place a consistent standard, comparable to that for the general education population, for calculating graduation and dropout rates.

4. Future Target:

The development of a NJDOE student data base that will provide a consistent method and allow for accurate comparisons between students with disabilities and nondisabled students regarding high school graduation rates and drop-out rates.

5. Future Activities to Achieve Projected Targets/Results:

6. Projected Timelines and Resources:

I. High School Graduation and Drop-Out Data Collection and Analysis

- a. NJDOE Student Data Base:** It is anticipated that the initial pilot of the NJDOE student database will be implemented during the 2003-2004 school year. NJOSEP will continue to participate in planning, implementation, and evaluation meetings regarding the pilot results and determinations of future actions.

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Anticipated Outcome:

- The NJDOE database will incorporate the data requirements of NJOSEP, including data that will provide an accurate comparison between students with disabilities and nondisabled students relative to high school graduation rates and drop-out rates.

BF. III The suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies.

1. Baseline/Trend Data:

Data Source: Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days of the Annual Report of Children Served

2. Target: NJOSEP has not established a target for this area.

3. Explanation of Progress or Slippage:

According to the data on the Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days of the Annual Report of Children Served, there was a total unduplicated count of 1,280 students with disabilities suspended. There were 54 single suspension/expulsions greater than 10 days. Since there is no equal comparison or similar data table for general education students, necessary for valid comparison, we have, instead, developed the table below that better compares the general education suspensions/expulsion with those for students with disabilities.

Of the total number of students expelled, suspended, or removed to an alternative setting, for the 2001-02 and 2002-03 school years roughly 30% were students with disabilities compared to 70% of nondisabled students. Although students with disabilities comprise roughly 15% of all students, our data suggests that students with disabilities are being removed from the classroom at a rate that is twice as high as their overall representation.

	2001-2002		2002-2003	
Student Type	<i>N</i>	<i>Percent</i>	<i>N</i>	<i>Percent</i>
Regular Education	13,116	72%	11,132	69%
Student w/ Disability	5,132	28%	4,950	31%



TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

School-wide Behavioral Supports: NJOSEP through the NJSIG, initiated the School-wide Behavioral Supports project to support the inclusion of students with disabilities in general education programs by developing the capacity of schools to address school-wide, classroom and individual student problem behavior using current research validated practices in positive behavior supports. The Positive Behavior Supports in Schools (PBIS) activities have been planned in response to the fact that "behavior problems" are a common reason that students with disabilities are educated outside the general education program.

Outcomes:

- Six school districts were selected for participation in the PSIS training and technical assistance activities, which will commence August 2003.
- In preparation for the training sessions, a comprehensive curriculum/training module was completed through the NJSIG partnership with The Boggs Center, UMDNJ.

4. Projected Target:

Between July 1, 2003 and June 30, 2004, NJOSEP will explore methods to make the suspension/expulsion data collection for students with disabilities comparable to the data collected for nondisabled students.

5. Future Activities to Achieve Projected Targets/Results and

6. Projected Timelines and Resources:

I. Collaboration between NJOSEP and other NJDOE Offices

NJOSEP staff will meet with staff from other offices within the NJDOE to explore methods to make the suspension/expulsion data collection for students with disabilities comparable to the data collected for nondisabled students.

Anticipated Outcome:

- A uniform system of data collection for students with disabilities and nondisabled students regarding suspension/expulsion rates.

II. NJSIG School-wide Behavioral Supports: NJOSEP will continue collaborating with its NJSIG partner, The Boggs Center, UMDNJ, to train six district school-based teams in implementing a comprehensive system of school-wide behavioral supports using the PBIS developed curriculum. A total of six days of training and 10 days on on-site technical assistance will be provided to each team. The training will focus on: the theory and practical application of positive behavior supports; the elements of conducting a school wide self-assessment of behavior-discipline issues; examples of successful kick-off events for implementing school wide positive behavior supports; conducting functional behavior assessments of individual students exhibiting challenging behaviors; designing individual behavior intervention plans.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Anticipated Outcomes:

- As a result of the PBIS training, each school based team will conduct a school wide self-assessment of behavior/discipline issues by (a) distributing, collecting and summarizing teacher, student, and parent surveys; (b) developing or revising their discipline referral form; and (c) completing a building walk through.
- As a result of the training, each school based team will plan a series of activities to introduce school personnel and students to the PBIS initiative.
- As a result of the training, each school based team will plan the development of the kick-off event to occur by September 2004.
- As a result of the training, selected school personnel will maintain a record of discipline referrals and suspensions using the SWIS data analysis program.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

BF. iv. The performance results for children with disabilities on statewide assessments will improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

1. Baseline/Trend Data:

Data Source: NJDOE State Assessment Reports – All New Jersey state assessments measure achievement of the Core Curriculum Content Standards (CCCS). The Alternate Proficiency Assessment (APA) also measures achievement in the Core Curriculum Content Standards for Students with Severe Disabilities. Currently, students are assessed in language arts literacy and mathematics for accountability. The New Jersey statewide assessment system includes the following:

The New Jersey Assessment of Knowledge and Skills-Grade 4 (NJ ASK4) – This assessment replaced the Elementary School Proficiency Assessment and was first administered in 2003. Students participate in grade 4 or, if nongraded, at age 10.

The Grade Eight Proficiency Assessment (GEPA) – This assessment is given to students in grade 8 or, if nongraded, at age 14.

The High School Proficiency Assessment (HSPA) – This is an exit test given for the first time to students in eleventh grade in spring, 2003 and replaced the High School Proficiency Test (HSPT). Students participate in grade 11, or if nongraded, at age 18.

The Special Review Assessment (SRA) – This is an alternative assessment which measures the same knowledge and skills as the HSPA but includes a remediation component. The SRA is administered in senior year to those students who did not pass one or both content areas of the HSPA in their junior year, or at age 18.

The Alternate Proficiency Assessment (APA) – This is New Jersey's alternate assessment for students with the most severe cognitive disabilities who cannot participate in the general state assessments due to the severity of their disabilities. The APA is administered in grades 4, 8, and 11 or, if nongraded at ages 10, 14 and 18.

Data Source: USDOE Monitoring Report- 9/14/01 - The federal monitoring report indicated participation of students with disabilities in state assessments as an area of strength for the NJDOE. However, the report indicated the "State lacks an alternate statewide assessment for students with disabilities who do not participate in the statewide assessment system." The APA was first implemented in 2001-2002 to address alternate assessment requirements.

Data Source: NJOSEP State Improvement Plan – 11/02 – In response to the finding of non-compliance regarding the lack of an alternate assessment, NJOSEP identified and implemented improvement strategies regarding the development and implementation of an alternate statewide assessment, entitled the Alternate Proficiency Assessment (APA). The APA was first implemented in 2001-2002 to address alternate assessment requirements. USOSEP accepted the improvement strategies and required "no further action" regarding this requirement.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Participation: The following table illustrates participation in state assessments for students with disabilities from 2002 to 2003.

Assessment	Mathematics		Language Arts	
	2002	2003	2002	2003
ESPA/ASK 4	99	99.7	99	100*
GEPA	97	100*	99	100*
HSPA	96	100*	95	100

*Participation results are preliminary. Final results will be forwarded to the USDOE when data meet NCLB requirements.

Performance: The following graphs illustrate the percentage point difference between the performance of students with disabilities and their nondisabled peers. The total student subgroup was used since this is an NCLB required subgroup and includes all nondisabled students. The performance results for general state assessments are preliminary. Final results will be forwarded to the USDOE when they are released by the NJDOE.

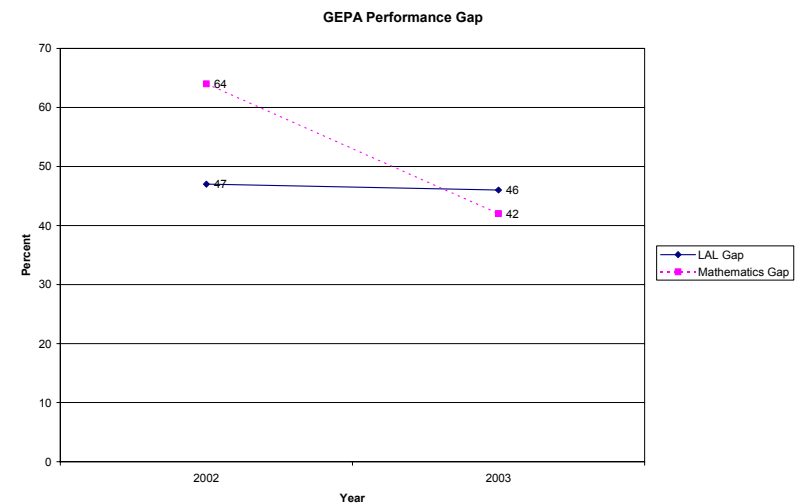
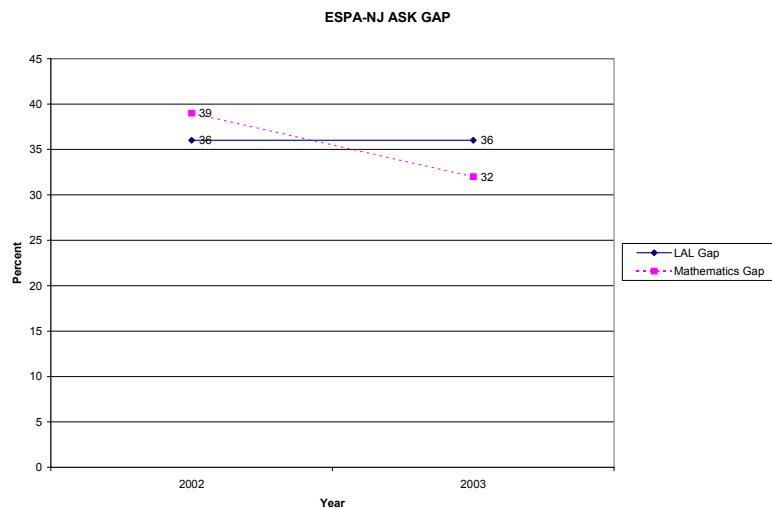


TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

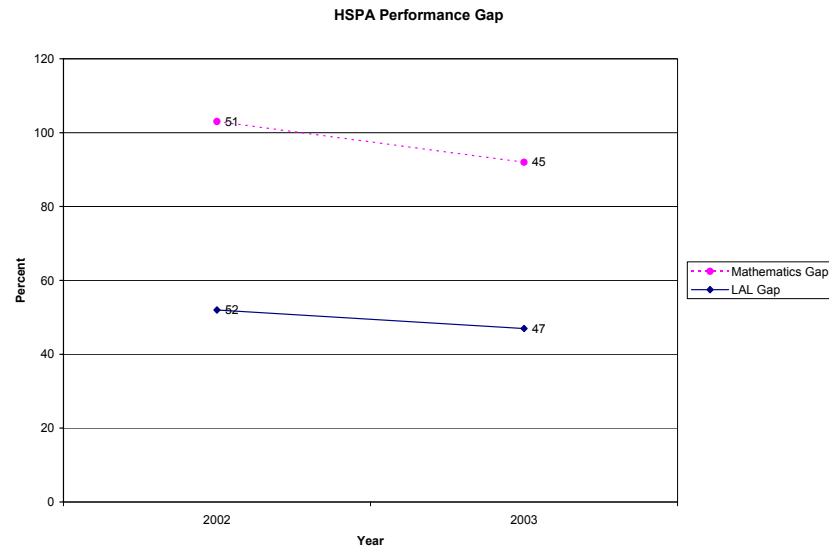


TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage:

Progress:

Participation in State Assessments: Results from the APA were first merged with general assessment participation data in 2002. The participation rate for language arts literacy and mathematics were at or above the required 95% under the No Child Left Behind Act of 2002 for all three grade levels in both 2002 and 2003. The vast majority of students with disabilities are included in the general state assessments for their grade. Less than 1% of students with disabilities in the tested grades are participating in the Alternate Proficiency Assessment. Consequently, no APA scores have been changed to partially proficient due to exceeding the cap.

Performance on State Assessments: Analysis of the preliminary performance data for state assessments indicates a decrease in the gap between students with disabilities and their nondisabled peers on general assessments in mathematics at all tested grades. Results remained stable in language arts literacy (the total students' subgroup was used for comparison). Although more students with disabilities participated in general state assessments than in previous years, and there was a slight decrease in performance of the total student subgroup, the performance of students with disabilities remained stable.

Slippage:

There continues to be a significant gap between the performance of students with disabilities and their nondisabled peers despite gains. Even with the provision of appropriate accommodations and modifications, students with disabilities continue to have difficulty with grade-level state assessments. This points to a need for continued and intensified professional development and collaboration with general education initiatives to improve instruction in language arts literacy, mathematics, and science.

In response to the findings above, the following activities occurred during 2002-2003:

I. Policy Development

- a. Guidelines:** The Office of Special Education Programs and the Office of Assessment re-issued guidelines regarding the participation of all students with disabilities in the state assessment system (APA Educator's Manual, NJ ASK, GEPA and HSPA test manuals).

Outcome:

- As a result of the development and dissemination of the Guidelines there is increased awareness of : the purpose of the NJ APA; the APA Portfolio Components; the APA Assessment Scoring Rubric; clarification for parents and educators regarding frequently asked questions about the state assessment system; the collection of student performance evidence; guidelines for the generation of student work; planning tools; sample planning, monitoring, and evaluating forms.

- b. Administrative Code Revisions:** In July 2002, revised academic standards for language arts literacy were adopted by the State Board of Education. An analysis was conducted by the NJDOE of the relationship between the new Core Curriculum Content Standards (CCCS) and the Core Curriculum Content Standards for Students with Significant Disabilities (CCCSSSD). Due to the expansion of the range of progress indicators addressed in the standards, and because the revised standards reflected all of the content of the CCCSSSD, a proposal was made to eliminate the CCCSSSD. During the 2002-2003 school year, stakeholders were asked to review the CCCSSSD and the revised CCCS to provide input regarding this proposal. There was extensive support for the proposal from the APA advisory committee and the State Special Education Advisory Committee for one set of academic content standards for all students.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Outcome:

- The New Jersey State Board of Education will vote to eliminate the CCCSSSD in October 2003, thereby adopting one set of academic content standards for all students.

II. Training/Technical Assistance/Information Dissemination

a. Assessment Training: The Office of Special Education Programs and the Office of Evaluation and Assessment conducted training regarding administration of the APA for test coordinators, administrators, child study team members and teachers, which addressed IDEA and NCLB regulations and IEP decision-making about participation and accommodations for state assessments. In addition, participation and accommodations were addressed at coordinator training sessions for all general state assessments. (APA training packet, general assessment training packets).

Outcome:

- Participants had an increased understanding of APA requirements, portfolio components, the APA scoring rubric including the six scoring dimensions of student progress, connection to the standards, social interaction, independence, self-determination, and generalization.

b. Private School for the Disabled Training Session: A training session was conducted for approved private schools for the disabled to prepare them to be test sites for general assessments. Training for participation in the Special Review Assessment (SRA) process was also conducted.

Outcome:

- As a result of the training conducted for private schools for the disabled, there will be an expanded number of students attending these schools who can be assessed at their schools with familiar examiners.

c. Parent Training: Two training sessions related to participation in state assessments were given at the annual conference sponsored by SPAN.

Outcome:

- Increased awareness of conference participants regarding the participation of students with disabilities in state assessments.

d. Learning Resource Network Training: Aligning IEPs to the Core Curriculum Content Standards: Training was provided to local school districts targeted for self-assessment during the 2002-2003 school year regarding requirements for participation of students with disabilities in the general education curriculum. These sessions were also offered proactively, on a regional basis, as part of the Learning Resource Center Network regional training schedule.

Outcome:

- As a result of this training, participants had an increased understanding of the specific IEP components as they relate to instruction and progress in the Core Curriculum Content Standards: present levels of educational performance; goals and objectives; supplementary aids and services; supports for school personnel; and evaluation of student progress.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

e. Materials Dissemination: A family brochure was disseminated to provide information regarding the components of the state assessment system and the participation of students with disabilities. A question and answer document regarding the APA was also disseminated to districts to be given to parents. In addition, parent brochures for each general assessment were disseminated to parents through the school districts and receiving schools which addressed the inclusion of students with disabilities in the statewide assessment system and included sample test items to familiarize parents and students with the test formats (Family Brochure, APA Question and Answer Document, Student Preparation Booklets).

Outcome:

- Increased parental awareness regarding the statewide assessment system, including the APA provisions.

f. Materials Development: General and special education teachers were convened in April, 2003 to develop frameworks for students with significant disabilities. The teachers were given activities developed for all students from the New Jersey Core Curriculum Content Curriculum Frameworks and asked to identify strategies for including students with disabilities, working on modified and access skills, in the activities with their nondisabled peers.

Outcome:

- Frameworks were developed for the content areas of language arts literacy, mathematics, and science that will be disseminated to instructional staff to guide the planning and implementation of instruction in relation to the Core Curriculum Content Standards.

III. Grant Opportunity Supporting Students with Disabilities in General Education Classrooms

a. Supporting Students with Disabilities in the General Education Classrooms: A Notice of Grant Opportunity was issued to local education agencies to provide funds to enhance the achievement of students with disabilities in the Core Curriculum Content Standards. Using the Universal Design for Learning model developed by the Center for Applied Special Technology (CAST), the grant recipient districts developed their own models for increasing access to the general education curriculum for students included in general education settings

Outcome:

- Twenty-two districts received grant awards during the 2002-2003 school year. Grant funds were used to purchase classroom hardware and software that support instruction in language arts, math, science and social studies for students with disabilities in the general education classroom the education of students with disabilities in the general education curriculum.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

4. Projected Targets:

For the 2003-2004 school year, the following targets are projected:

Maintain participation rates in state assessments across grade levels and content areas at or above 95% in compliance with NCLB requirements.

Performance on state assessments of students with disabilities will improve in all content areas and grade levels toward annual AYP benchmarks.

Performance on state assessments of students with disabilities will improve in all content areas and grade levels toward decreasing the gap between students with disabilities and the total student subgroup.

5. Future Activities to Achieve Projected Target/Results and

6. Projected Timelines and Resources:

I. Policy Development

- a. Core Curriculum Content Standards –** Given the revisions to the Core Curriculum Content Standards, which include a broader range of skills than the original standards, NJOSEP will propose to the New Jersey State Board of Education, eliminations of the Core Curriculum Content Standards for Students with Significant Disabilities (CCSSSD).

Anticipated Outcome:

- The proposal to eliminate the CCSSSD is intended to ensure that *all* students are working toward one set of academic content standards.

II. Training and Technical Assistance:

- a. Core Content Standards, Test Administration, IEP Development:** NJOSEP will plan and implement a series of training sessions designed to provide up to date information regarding state assessments and the design and delivery of instructional programs that will address the participation of students with disabilities on these assessments and their progress in the general education curriculum as measured by these assessments.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Anticipated Outcomes:

- As a result of the training and technical assistance focused on the statewide assessments, there will be:
 - Dissemination of a crosswalk for approved content area standards providing teachers, administrators and parents with the linkages between the CCCSSD and the revised CCCS;
 - Clarification of information regarding the participation of students in state assessments, accommodations, and implementation of state assessments;
 - Increased alignment of instructional programs and IEP objectives with the CCCS.
 - Dissemination of The Curriculum Frameworks Extension which will provide strategies for including students with the most significant cognitive disabilities in standards-based instructional activities.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 1 OF 7

STATE: New Jersey

SECTION A. ENROLLMENT DATA*

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	16,830**	107,345
5		
6		
7		
8	18,165	108,365
HIGH SCHOOL (SPECIFY GRADE: <u>11</u>)	14,016	90,207

- *Data are preliminary since the merging of general and alternate assessment data is currently occurring to comply with NCLB.
- **Enrollment is calculated by the number of overall test booklets submitted. There was a discrepancy in the number of test booklets for mathematics and language arts literacy at the fourth grade level. Since the enrollment number was larger for math, the math number was used for this chart.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

PAGE 2 OF 7

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: New Jersey

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3						
4	15,863	0	205	NA	NA	NA
5						
6						
7						
8	17,454	0	743	NA	NA	NA
HIGH SCHOOL (SPECIFY GRADE: <u>11</u>)	13,365	0	1070	NA	NA	NA

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the state to be comparable to scores received by students without these changes. In some states these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

PAGE 3 OF 7

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: New Jersey

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS(5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	911	796	0	115	0	56	0
5							
6							
7							
8	711	620	0	91	0	0	0
HIGH SCHOOL (SPECIFY GRADE: <u>11</u>)	651	602	0	49	0	0	0

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

PAGE 4 OF 7

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: New Jersey

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

	REGULAR ASSESSMENT ¹ (9A)				ALTERNATE ASSESSMENT ² (9B)					
GRADE LEVEL	<u> </u> Achievement Level ³	<u>Partially</u> <u>Proficient</u> Achievement Level	<u>Proficient</u> Achievement Level	<u>Adv.</u> <u>Proficient</u> Achievement Level	<u> </u> Achievement Level	<u>Partially</u> <u>Proficient</u> Achievement Level	<u>Proficient</u> Achievement Level	<u>Adv.</u> <u>Proficient</u> Achievement Level	NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
3										
4		9,640	4,695	1,323		75	480	241	376	16,830
5										
6										
7										
8		13,981	2,479	251		92	408	120	834	18,165
HIGH SCHOOL (SPECIFY GRADE: <u> 11 </u>)		9,443	2,505	347		76	363	163	1,119	14,016

* State achievement level(s) considered proficient or higher for purposes of NCLB are: proficient and advanced proficient

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

APR/SUBMISSION REQUIREMENTS: 2002-2003
 (OMB NO: 1820-0624/ Expiration Date)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

PAGE 5 OF 7

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: New Jersey

SECTION D. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3						
4	15,909	0	222	NA	NA	NA
5						
6						
7						
8	17,454	0	1,009	NA	NA	NA
HIGH SCHOOL (SPECIFY GRADE: 11)	13,365	0	1005	NA	NA	NA

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the state to be comparable to scores received by students without these changes. In some states these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

PAGE 6 OF 7

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: New Jersey

SECTION D. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	911	816	0	95	0	0	0
5							
6							
7							
8	711	639	0	72	0	0	0
HIGH SCHOOL (SPECIFY GRADE: <u>11</u>)	651	602	0	49	0	0	0

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

PAGE 7 OF 7

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: New Jersey

SECTION E. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

	REGULAR ASSESSMENT ¹ (9A)				ALTERNATE ASSESSMENT ² (9B)					
GRADE LEVEL	<u> </u> Achievement Level ³	<u>Partially</u> <u>Proficient</u> Achievement Level	<u>Proficient</u> Achievement Level	<u>Advanced</u> <u>Proficient</u> Achievement Level	<u> </u> Achievement Level	<u>Partially</u> <u>Proficient</u> Achievement Level	<u>Proficient</u> Achievement Level	<u>Advanced</u> <u>Proficient</u> Achievement Level	NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
3										
4		9,174	6,449	64		62	476	278	317	16,820
5										
6										
7										
8		11,887	4519	39		68	436	135	1,081	18,165
HIGH SCHOOL (SPECIFY GRADE: <u>11</u>)		7,993	4,227	140		79	364	165	1048	14,016

* State achievement level(s) considered proficient or higher for purposes of NCLB are: proficient and advanced proficient

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

❖ BF. V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.

1. Baseline/Trend Data:

Data Source: NJ Annual Data Report; 24th Annual Report to Congress

School Age Children with Disabilities

Category	National (December 1, 1999)		NJ (December 1, 2002)
Outside the regular classroom < 21%	47%	45%	44.5%
Outside the regular classroom 21-60%	28%	26%	28.8%
Outside the regular classroom > 60%	20%	19%	16.4%
Separate settings	2.9%	8.9%	

With the exception of one category, New Jersey is on a par with the national averages placement data for 6-21 year olds for the last year in which federal numbers were reported. The percentage of students with disabilities educated outside the general education setting less than 21% of the day continues to hold steady. The percentage of students outside the general classroom for more than 60% of the day has decreased by 3% and a corresponding rise of 3% in the percentage of students who are educated outside the general education setting between 21% and 60% of the time. The percentage of students who are educated in separate settings continues to be an area of significant concern. Nationally, the percentage of students with disabilities who are educated in separate settings is 2.9%. New Jersey is approximately three times the national average, having the highest percentage of students with disabilities educated in separate settings when compared to other states.

The data reported here for December 1, 2002, are different from the data previously reported to USOSEP. It was discovered that students with disabilities in nonpublic schools were not included in the reported numbers for LRE. From this time forward the data will include all students with disabilities (i.e., public and nonpublic school students with disabilities, students receiving speech-language services only and students with disabilities in state agencies).

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Preschool Age Students with Disabilities

Category	National (December 1, 1999)		NJ (December 1, 2002)
Early Childhood (EC) Setting	36%	21.6%	24.6%
EC/Special Ed (SE)Setting	33.9%	53.2%	50.3%
Home	3.6%	.52%	.56%
Part Time EC/ Part Time SE	12.8%	6.9%	7.6%
Separate School	4.3%	11.3%	11.7%
Itinerant Outside Home	7.1%		5%

In June 1998, the NJ State Board of Education adopted regulations to strengthen the requirement to educate preschool age students with nondisabled peers. The regulations at N.J.A.C. 6A:14-4.3(c) permitted the use of community preschool programs, established the minimum criteria that programs had to meet and the qualifications of staff delivering special education services.

Progress has been made in increasing the percentage of preschool students with disabilities who are being educated in early childhood settings since 1999. Progress has also been made in reducing the number of preschool students with disabilities who are educated in special education early childhood settings. However, the preschool data reveal that NJ needs improvement in ensuring opportunities for preschool students with disabilities to be educated in the least restrictive environment. Approximately 50% of preschool students with disabilities continue to be educated in special education settings as compared with approximately 34% at the national level in 1999.

Data Source: USDOE Monitoring Report - 9/14/01 – The federal monitoring report issued on 9/14/01, under the section Removal from General Education Programs, indicated that ".....many children with disabilities are now placed in less restrictive placements than they were at the time of OSEP's 1998 visit." The report also states that in its 2001 follow-up visit OSEP determined that "in four of the districts visited by OSEP in June 2001, two of the districts had corrected noncompliance in the area of least restrictive environment and the other two districts were in the process of beginning implementation of their corrective action plans approved by NJSDE in March 2001. New Jersey is providing direct oversight and targeted technical assistance in these two districts to ensure effective correction of noncompliance in the area of least restrictive environment."

The report also indicated issues within LRE that continue to be areas of noncompliance. These issues included segregated placements for students with behavioral issues and administrative practices that lead to more restrictive placements. The report cited reasons that include: the failure of the IEP team to consider strategies and supports to address the behavior; the lack of awareness of how to develop appropriate behavior intervention plans; and the inability of regular education staff members to effectively address challenging behaviors within the general education setting because of lack of training. Administrative practices include class grouping; limitations on class size and lack of space; lack of communication between IEP teams and class schedulers; and a misunderstanding of the use of co-teaching models.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP State Improvement Plan – 11/02 – USOSEP approved the New Jersey Office of Special Education Programs State Improvement Plan (NJSIP) November 2002. The NJSIP included the Improvement Strategies relative to the area of General Supervision (see General Supervision section of this report) that would be applied to all areas of oversight including Removal from General Education Programs. In addition, the Improvement Plan includes the following Improvement Strategies specifically related to the provision of FAPE in the LRE:

- For those districts identified as Abbott districts, additional funding is available through the state to assist these districts in the provision of programs and services, including special education, in a more equitable manner. These funds are also available to address facilities needs that have negatively impacted the decision-making process and resulted in the removal of some students with disabilities to settings outside the district.
- Through a competitive grant process, NJOSEP will continue to allocate “capacity building” funds to LEAs in order to reduce barriers to educating students with disabilities in general education programs thereby reducing the number of students with disabilities placed in separate special education programs and/or facilities.

No later than October 24, 2003, NJOSEP is to provide USOSEP with a status update regarding the effectiveness of these funding initiatives (Abbott district and capacity building funds) towards addressing the area of noncompliance (i.e. removal from general education programs).

Data Source: NJOSEP Self-Assessment – 3/00- In considering the areas of Least Restrictive Environment (LRE) and Free and Appropriate Public Education (FAPE), the steering committee identified numerous issues relevant to the education of students with disabilities in general education programs. The steering committee, having reviewed survey data provided by the NJOSEP, the NJ Coalition for Inclusive Education and the Statewide Parent Advocacy Network, the NJOSEP Special Education Statistical Report for the 1997-1998 School Year, and the federal monitoring reports, formulated impressions that were summarized in the NJSIG application as indicated below:

There is an over reliance on the use of separate classes, pull-out services and out-of-district placements due to a long-standing belief that specialized settings are needed to meet the unique needs of students with disabilities; many districts do not have in-district placement options for children with more significant disabilities, especially children with challenging behaviors; school administrative leadership does not always facilitate placement in the least restrictive environment; the use of non-traditional supports and strategies to facilitate the inclusion of students with disabilities are not often considered; recommendations are often made for what is available instead of what is needed; children of racially and linguistically diverse backgrounds are disproportionately placed in the most separate settings; there is a need to provide greater opportunity for students in out-of-district placements to have interactions with typical peers; and few inclusive models are being implemented for replication.

Additional factors the steering committee believed mitigated against placement in general education programs included: the need for additional emphasis on knowledge and skills regarding functional assessment; evaluation results that are not user friendly; IEPs that are not based on the unique needs of the student; inadequate support and skills regarding functional assessment; evaluation results that are not user friendly; IEPs that are not based on the unique needs of the student; inadequate support of the behavioral and emotional needs of the child, including functional behavioral assessment and positive supports; and insufficient attention to the assistive technology needs of students with disabilities.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: The Teacher Education for Inclusion Project: As part of a three-year project funded by the NJ Developmental Disabilities Council, the College of New Jersey's Teacher Education for Inclusion Project conducted ten focus groups to examine views on the adequacy of teacher preparation for educating students with disabilities in inclusive environments. The results of the study indicated that in order for teachers to acquire a positive attitude toward inclusive programs, a philosophy of inclusion needs to be embedded across the college curriculum. In addition, the study revealed that special education teachers needed greater familiarity with the general education curriculum and increased skills to provide instruction in general education content, while general education teachers needed to develop a broader range of instructional strategies to teach students with diverse learning needs. The focus groups indicated a need for increased consultation and collaboration among special and general education teachers, the need for increased field experiences within inclusive settings, and models of effective inclusive practices. Currently, the majority of general and special education teacher preparation programs do not sufficiently address these competencies. Consequently, the need for teacher education reform was clearly identified by each of the focus groups.

Data Source: NJOSEP Self Assessment Monitoring Results – 1999 to Present – Four indicators have been reviewed with regard to placement of students with disabilities in the least restrictive environment. These indicators included: failure to provide supplementary aids and services within the general education setting (i.e. the local school district was unable to demonstrate it had the ability to provide supplementary aids and services in its general education classes); insufficient continuum of placement options (i.e. the district was unable to demonstrate it had the ability to place students along the continuum); an inappropriate decision-making process (i.e. the district was unable to demonstrate it had the ability to make placement/programming decisions that were based on the individual needs of students); and the failure to ensure students with disabilities (students with disabilities placed in both in-district and out-of-district settings) had the opportunity to participate in extracurricular/nonacademic activities.

- During the 1999-2000 school year, least restrictive environment requirements were reviewed in 25 districts through on-site monitoring. Of the 25 districts that were monitored, 19 were determined to be noncompliant because they failed to provide supplementary aids and services within the general education setting and 6 districts were compliant; 18 were noncompliant because of the insufficient continuum of placement options and 7 districts were compliant; 19 were noncompliant because the district failed to utilize an appropriate decision-making process and 6 were compliant; and 8 were noncompliant because the district failed to ensure students with disabilities had the opportunity to participate in extracurricular/nonacademic activities and 17 were compliant.

25 Districts Monitored During the 1999-2000 School Year Districts Did Not Complete the Self-Assessment							
Access to General Education Due to Lack of SAS		Continuum of Placement Options		Decision-Making Process		Participation in Extra-Curricular and Non-Academic Activities	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance By Self-Assessment	Noncompliance Determined Through On-Site
0	19	0	18	0	19	0	8

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- During the 2000-2001 school year, compliance with least restrictive environment requirements was reviewed in 34 districts that participated in self-assessment during the 1999 - 2000 school year and received on-site monitoring visits during the 2000 - 2001 school year. During the 2000 - 2001 school year, compliance with least restrictive environment was reviewed in 34 districts that participated in self-assessment during the 1999 - 2000 school year and received on-site monitoring visits during the 2000 - 2001 school year. Of those 34 districts, 16 districts identified noncompliance during self-assessment in the area of failure to provide supplementary aids and services within the general education setting, 6 districts were determined noncompliant during monitoring in this indicator, and 12 districts were determined to be compliant. 8 districts identified noncompliance during self-assessment in the area of having an insufficient continuum of placement options, 4 districts were determined noncompliant during monitoring in this indicator, and 22 districts were determined to be compliant. 15 districts identified noncompliance during self-assessment in the area of the failure to utilize an appropriateness decision-making process, 12 districts were determined noncompliant during monitoring in this indicator, and 7 districts were determined to be compliant. 7 districts identified noncompliance during self-assessment in the area of the failure to ensure students with disabilities had the opportunity to participate in extracurricular/nonacademic activities, 9 districts were determined noncompliant during monitoring in this indicator, and 18 districts were determined to be compliant.

34 Districts Completed the Self Assessment in the 1999-2000 School Year And Were Monitored During the 2000-2001 School Year							
Access to General Education Due to Lack of SAS		Continuum of Placement Options		Decision-Making Process		Participation in Extra- Curricular and Non- Academic Activities	
Noncompliance Determined By Self- Assessment	Noncompliance Determined Through On- Site	Noncompliance By Self- Assessment	Noncompliance Determined Through On- Site	Noncompliance Determined By Self- Assessment	Noncompliance Determined Through On- Site	Determined By Self- Assessment	Noncompliance Determined Through On- Site
16	6	8	4	15	12	7	9

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- During the 2001 - 2002 school year, compliance with least restrictive environment was reviewed in 112 districts that participated in self-assessment during the 2000 - 2001 school year and received on-site monitoring visits during the 2001 - 2002 school year. Of those 112 districts, 47 districts identified noncompliance during self-assessment in the area of failure to provide supplementary aids and services within the general education setting, 6 districts were determined noncompliant during monitoring in this indicator, and 59 districts were determined to be compliant. 49 districts identified noncompliance during self-assessment in the area of having an insufficient continuum of placement options, 6 districts were determined noncompliant during monitoring in this indicator, and 57 districts were determined to be compliant. 43 districts identified noncompliance during self-assessment in the area of the failure to utilize an appropriateness decision-making process, 13 districts were determined noncompliant during monitoring in this indicator, and 56 districts were determined to be compliant. 61 districts identified noncompliance during self-assessment in the area of the failure to ensure students with disabilities had the opportunity to participate in extracurricular/nonacademic activities, 9 districts were determined noncompliant during monitoring in this indicator, and 42 districts were determined to be compliant.

112 Districts Completed the Self-Assessment in the 2000-2001 School Year 112 Districts were Monitored During the 2001-2002 School Year							
Access to General Education Due to Lack of SAS		Continuum of Placement Options		Decision-Making Process		Curricular and Non-Academic Activities	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Determined Through On-Site
47	6	49	6	43	13	61	9

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP Complaint Investigations – An analysis of the complaint investigations conducted by NJOSEP between the 2000- 2001 school year and the 2002-2003 school year, as indicated in the Table below, revealed that a small percentage of complaint investigations are requested for issues related to placement in the LRE. Furthermore, of those investigations conducted regarding placement in the LRE, local districts were most frequently found to be compliant.

Complaint Investigations
Issues Related to Placement in the LRE

School Year	Total Number of All Complaint Investigations	Number of Complaint Investigations Issues Related to Placement in the LRE	Complaint Investigation Outcome
2000-2001	257	13	4 districts non-compliant 9 districts compliant
2001-2002	275	2	1 district non-compliant 1 district compliant
2002-2003	279	10	2 districts non-compliant 8 districts compliant

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP Due Process Requests – An analysis of due process data, collected between 2001-2002 and 2002-2003, indicated an increase in the number of cases filed on issues related to placement in the LRE.

Table: Issues Related to Placement in the Least Restrictive Environment
NJOSEP Due Process Requests

School Year	Total Number of Due Process Requests (mediation or hearing)	Number of Due Process Requests: Issues Related to Placement in the LRE (mediation or hearing)
	1267	39
2002-2003	1228	69

Data Source: Comprehensive System of Personnel Development and New Jersey State Improvement Grant – Between 7/01/02 and 6/30/03 NJOSEP continued to plan and implement personnel development activities to: increase local school district compliance with least restrictive environments requirements and improve local school district practices to increase the number of students with disabilities educated in general education programs with appropriate supports and services.

2. Targets:

- Maintenance-Continued oversight by NJOSEP to reduce the number of local education agencies with findings of non-compliance in the area of Free Appropriate Public Education in the Least Restrictive Environment for children and youth with disabilities, ages 3 to 21, resulting in a decrease in the percentage of children and youth, ages 3 to 21 placed in separate educational settings.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

3. Explanation of Progress or Slippage:

In order to achieve the State Goal, Performance Indicator and Targets, NJOSEP planned and implemented the following activities between July 1, 2002 and June 30, 2003.

I. Compliance with Least Restrictive Environment Requirements:

a. Coordination of Monitoring and Technical Assistance NJOSEP's Bureau of Program Accountability (monitoring/oversight unit) and Bureau of Program Development (training/technical assistance unit) continued to coordinate their efforts to ensure compliance in the area of FAPE in the LRE. In this regard, technical assistance was provided throughout the local district self-assessment, on-site monitoring and improvement planning and implementation process with a focus on the following:

- Using a decision-making process that was consistent with federal and state requirements for placement in the least restrictive environment;
- Providing students with disabilities access to instruction in the general education curriculum in the general education program;
- Providing students with disabilities appropriate supplementary aids, program modifications, and supports for school personnel to support the placement of students with disabilities in general education programs; and
- Ensuring that students with disabilities have the opportunity to participate in extracurricular/nonacademic activities.

Local school district steering committee members attended the technical assistance sessions and were provided guidance regarding placement decisions consistent with the least restrictive environment provisions.

Outcome:

- During the 2002 - 2003 school year, compliance with least restrictive environment was reviewed in 98 districts that participated in self-assessment during the 2001 - 2002 school year and received on-site monitoring visits during the 2002 - 2003 school year. Of those 98 districts, 28 districts identified noncompliance during self-assessment in the area of failure to provide supplementary aids and services within the general education setting, 2 districts were determined noncompliant during monitoring in this indicator, and 68 districts were determined to be compliant. 42 districts identified noncompliance during self-assessment in the area of having an insufficient continuum of placement options, 8 districts were determined noncompliant during monitoring in this indicator, and 48 districts were determined to be compliant. 29 districts identified noncompliance during self-assessment in the area of the failure to utilize an appropriateness decision-making process, 8 districts were determined noncompliant during monitoring in this indicator, and 61 districts were determined to be compliant. 35 districts identified noncompliance during self-assessment in the area of the failure to ensure students with disabilities had the opportunity to participate in extracurricular/nonacademic activities, 8 districts were determined noncompliant during monitoring in this indicator, and 55 districts were determined to be compliant.

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

98 Districts Completed the Self-Assessment in the 2001-2002 School Year And Were Monitored During the 2002-2003 School Year							
Access to General Education Due to Lack of SAS		Continuum of Placement Options		Decision-Making Process		Curricular and Non- Academic Activities	
Noncompliance Determined By Self- Assessment	Noncompliance Determined Through On- Site	Noncompliance Determined By Self- Assessment	Noncompliance Determined Through On- Site	Noncompliance Determined By Self- Assessment	Noncompliance Determined Through On- Site	Noncompliance Determined By Self- Assessment	Noncompliance Determined Through On- Site
28	2	42	8	29	8	35	8

II. Program Improvement: NJOSEP has allocated substantial fiscal and staff resources to address barriers and change practices that contribute to the placement of students with disabilities in separate special education programs and/or facilities.

- a. Local Capacity and improvement Grants – Least Restrictive Environment:** Between July 1, 2002 and June 30, 2003 NJOSEP continued implementation of its Local Capacity and Improvement grant initiative intended to initiate systemic change in local school districts with a resident enrollment of 1,000 or greater and a percentage of 6% or greater of students with disabilities educated in separate education programs and/or facilities. The 25 LEAs awarded capacity building grants July 1, 2001 (Cadre 1), entered the second phase of the multiyear grant and continued their focus on developing inclusive practices related to administrative leadership, building level support systems, individualized programs and supports, and planning the transition of students with disabilities from separate special education programs and/ facilities. This grant opportunity was reissued to an additional 32 districts that met the same eligibility criteria as the Cadre 1 districts with regard to resident enrollment and placement patterns. 15 of the 17 applicants were awarded capacity building grants effective July 1, 2002. 40 LEAs are now participating in this initiative.

Outcomes:

- As of September 2002, The Cadre 1 LEAs transitioned 988 students with disabilities to general education programs at least 40% of the school day. The majority of the students were transitioned from special class programs.
- A comparison of December 1, 2000 placement data (prior to grant implementation with December 1, 2002 placement indicated the following:
 - The percentage of students with disabilities in general education classes 40% or more of the day increased in 23 of the 25 participating districts;
 - The percentage of students with disabilities in special class programs decreased in 23 of the 25 participating districts;
 - The percentage of students with disabilities educated in separate settings decreased in 13 of the 23 participating districts (the two vocational schools that received capacity building grants are receiving schools and consequently do not educate students in separate settings).

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- Based on a review of program and fiscal reports and on-site grant monitoring visits, the LEAs have used a variety of strategies to increase the number of students with disabilities educated in general education programs. These include the designation of an inclusion facilitator, a behavior specialist, increased collaborative problem solving and co-planning.
- b. Local Capacity and Improvement Grants – Inclusive Services and Supports: Partnerships with Separate Service Providers:** In April 2003, NJOSEP issued a Solicitation for Supplemental Funds to the Cadre 1 LEAs. The purpose of this supplemental award was to specifically focus on the transition of students with disabilities from separate special education facilities to general education programs at least 40% of the school day. 19 of the Cadre 1 districts applied for and received a supplemental award. These districts are expected to form partnerships with the separate service providers (including educational services commissions, jointure commissions, regional day schools, county special services school districts, the Marie H. Katzenbach School for the Deaf, approved private schools for the disabled, and public college operated programs for students with disabilities) to facilitate the transition from separate settings to general education programs. These districts are expected to plan and implement the transition of students with disabilities from separate settings by September 30, 2004.
- Outcomes:**
- 19 of the 25 Cadre 1 districts applied for and received supplemental awards to partner with separate service providers to plan and implement the transition of students with disabilities from separate settings to general education by September 2004.
- 10 of the 15 Cadre 2 districts applied for and received supplemental awards to partner with separate service providers to plan and implement the transition of students with disabilities from separate settings to general education by September 2004.
- Successful partnerships, established through the supplemental grant program, between LEAs and separate service providers, will serve as examples for other LEAs and other separate service providers.
- c. Inclusion Institute – Partnership with the New Jersey Developmental Disabilities Council -** Between July 1, 2002 and June 30, 2003 NJOSEP continued its collaboration with the New Jersey Developmental Disabilities Council (NJDDC) regarding co-sponsorship of the Inclusion Institute 2001 – implemented July 2002 through May 2003. The Institute was conceived by a workgroup of the NJDDC's Inclusion Summit in 1999 consisting of special and general education teachers, administrators, specialized support staff and other professionals, advocates, and parents. Following the format of the Inclusion Institute held the previous year, the Institute was designed to provide local school district building level teams year long training and on-site technical assistance opportunities focused on developing inclusive practices. The building based teams included a principal, special education teacher, general education teacher, special education teacher, and parent. NJOSEP supported the implementation of the Institute by: designating NJOSEP staff from the Bureau of Program Development (training/technical assistance unit) to participate in a series of planning meetings; allocating discretionary funds to support consultant fees for a district assigned facilitator who guided the development of a building level implementation plan that incorporated inclusive practices; and reimbursing districts for teacher substitute fees and parent honorariums so that teachers and parents could attend building level planning meetings and training sessions.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Outcomes:

- As a result of the Inclusion Institute 2001, ten local school districts, selected through a competitive application process, developed building level plans that led to the implementation of inclusive practices including; developing peer supports through Circle of Friends and Best Buddies programs, developing lesson plans that incorporate curriculum adaptations; developing collaborative planning teams; developing building wide accommodation plans; planning the transition of student with disabilities from separate settings to general education classrooms and planning the transition from one grade level to another; and disseminating information about inclusive practice through newsletters, websites and professional development activities.
- NJOSEP will incorporate several of the inclusive practices presented at the Institute into Learning Resource Center regional trainings (e.g. Developing Building Wide Accommodation Plans and Lesson Plans).
- As part of the NJSIG partnership with the Statewide Parent Advocacy Network, a draft edition of the *INCLUSION Insights* newsletter was prepared, focusing on the Inclusive practices emphasized at the Institute. It is anticipated that it will be disseminated 04/04.

- d. New Jersey State Improvement Grant:** Between July 1, 2002 and June 30, 2003 NJOSEP was in its second year of NJSIG implementation. During that period, a major focus of the NJSIG was to develop local district capacity to plan and implement inclusive programs and to conduct activities that facilitate the successful transition of students with disabilities from separate special education settings to general education programs. Consistent with the need identified in the NJSIG, to “go beyond the awareness level and influence district practice”, four NJSIG activities have been implemented and systematically coordinated in targeted districts. These districts have included the 40 districts awarded capacity building grants and 11 of the Inclusion Institute districts described in b and c above.

NJSIG activities were planned and coordinated with the vision of bringing effective practices to scale. Toward this end, other NJSIG partners and other NJOSEP training and technical assistance staff had the opportunity to attend Network activities .

- **NJSIG Inclusion Facilitation Network:** The goal of the NJSIG Inclusion Facilitation Network is to provide ongoing guidance to local education agencies receiving the Local Capacity Building Grant for increasing the number of students with disabilities educated in general education programs. The Network has been planned and implemented as part of the NJSIG partnership with The Boggs Center on Developmental Disabilities, University of Medicine and Dentistry of New Jersey. The Network is intended to serve as a catalyst for the implementation of building level/district level action plans focused on building capacity to educate students with disabilities in general education programs, providing opportunities for ongoing guidance, collaboration, support, and technical assistance regarding effective practices for educating students with disabilities in general education programs with appropriate supports and services.

Based on the fact that the participating districts requested information on areas related to curriculum modification and instructional adaptations, and that they needed to expand the options for supporting students in general education programs, a series of training sessions was planned and implemented. Regional “Expanding Support Options in General Education Classrooms” training sessions provided a detailed description of: Social Relationships and Peer Supports; Collaborative Teaming and Creative Problem-Solving; Adult Supports including Co-Teaching, Integrated Therapies, Collaborative Consultation, and Co-Teaching; and Classroom-based Curricular and Instructional Accommodations and Adaptations..

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

In addition, the Network districts participated in technical assistance sessions that provided foundational information, serving as a base for implementing one or more of the support options. These sessions focused on developing a building wide accommodation plan and a process of identifying and implementing curricular and instructional adaptations.

Outcomes:

- Each of the Network district teams engaged in initial action planning focused on initiating or expanding the use of each option to support students with disabilities in their district general education program.
 - Each of the Network LEAs has selected one of the support options for additional training that will be provided during the 2003-2004 school year. The district will be expected to integrate this practice into its system of general education program delivery either at the classroom, building, or district level.
 - The Network districts learned a process and were introduced to specific tools for developing a building-wide accommodation plan, infusing supports within classroom routines and activities and determining the types and intensity of supports. District teams engaged in action planning focused on incorporating the use of these tools into district practice.
 - As a result of NJOSEP Learning Resource Center staff having increased opportunities for attendance and participation in the Expanding Support Options training activities, the LRC Network has revised its statewide proactive personnel development trainings to include content presented to the Network.
- **NJSIG Instructional Triad:** The goal of the NJSIG Instructional Triad initiative is to expand the use of paraeducators as a means of supporting students with disabilities in general education programs. In partnership with The Boggs Center, UMDNJ, NJOSEP conducted a series of meetings with representatives from local school districts to determine the extent to which paraeducators are being used to support students with disabilities in general education programs; the qualifications of paraeducators hired by the LEAs; paraeducator personnel development needs; and both incentives and barriers local districts faced in using paraeducators within general education programs.

As a result of these meetings, The Boggs Center initiated collaboration with the Northeast Regional Resource Center staff (Patricia Mueller) to provide guidance regarding issues that emerged nationally regarding paraeducator support within inclusive programs.

Outcomes:

- Based on the local school district input, information provided regarding effective paraeducator practices, and potential barriers and incentives to using paraeducators to support students with disabilities in general education programs, an "instructional triad" model was identified as having the greatest potential for effective implementation. This model involves the pairing of general education teacher and a paraeducator in addition to a special education staff member (e.g. special education teacher, inclusion facilitator, learning consultant, etc.) serving in a planning, consultative, and coordinating role.
- NJOSEP, in collaboration with The Boggs Center, identified three of the capacity building districts to "pilot" implementation of the Instructional Triad Model.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- A training plan was developed that would prepare general education teachers, special educators, and paraeducators for implementation of the paraeducator model. The training plan will be implemented during the 2003-2004 school year.

- **School-wide Behavioral Supports:** The goal of the School-wide Behavioral Supports initiative is to support the inclusion of students with disabilities in general education programs by developing the capacity of schools to address school-wide, classroom and individual student problem behavior using current research validated practices in positive behavior supports. The Positive Behavior Supports in Schools (PBIS) activities are being coordinated with the Inclusion Facilitation Network districts in response to the fact that "behavior problems" are a common reason that students with disabilities are educated outside the general education program.

Each of the Network districts was invited to an introductory "orientation" to school-wide discipline systems, instructional strategies, and individual behavioral supports. The introductory session provided an overview of the concepts of positive behavior supports in schools and the student outcomes that schools are achieving across the country. In addition, the session described how schools could apply to participate in the New Jersey PBIS project.

Outcomes:

- Six school districts were selected for participation in the PSIS training and technical assistance activities, which will commence August 2003.
- In preparation for the training sessions, a comprehensive curriculum/training module was completed by The Boggs Center's NJSIG staff and reviewed for approval by NJOSEP's NJSIG staff.

- e. **Educational Interpreter Professional Development Centers (EIPDC):** In order for students who are deaf/hard of hearing to be educated in the general education program, the related service of a sign language interpreter is frequently needed to provide the student with opportunities for direct communication and access to the general education curriculum. In February 2003, NJOSEP issued a multiyear grant opportunity to New Jersey county colleges to expand its existing interpreter training program by establishing an Educational Interpreter Professional Development Center. The grant program addresses NJOSEP's goal of providing the least restrictive environment for students who are deaf/hard of hearing by addressing the need for qualified educational interpreters.

Outcome:

- Based on their grant applications, Union County College and Camden County College, were selected to operate the Educational Interpreter Professional Development Centers, commencing July 1, 2003. Each EIPDC will provide the following services: (a) assessment of interpreting performance skills for Sign Language, Cued Speech and Oral Transliteration; (b) development of Performance Skill improvement Plans; and (c) professional development activities for the purpose of improving the skill level and fluency of educational interpreting skills.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

f. Learning Resource Center Network Regional Trainings: Between July 1, 2002 and June 30, 2003, NJOSEP's Learning Resource Center Network continued to focus its efforts on disseminating practices that support the education of students with disabilities in general education programs. These sessions included: (a) awareness level trainings that were designed to increase knowledge of effective inclusive practices and (b) skill development trainings that offered participants the opportunity to apply newly acquired knowledge through application, reflection, and feedback. The LRC proactive trainings included:

- In-Class Support Resource Program Instruction
- Differentiating Instruction in General Education Classrooms
- Adapting General Education Programs for Students with Mild Disabilities
- Adapting General Education Programs for Students with Moderate/Severe Disabilities
- Strategies for Paraprofessionals
- Functional Assessment of Behavior and Design of Intervention Plans
- Positive Behavior Supports for Students with Significant Developmental Disabilities
- Decision-Making in the IEP Process: Emphasis on LRE
- Inclusive Early Childhood Program Development
- Transition to Preschool

Outcomes:

- As a result of the awareness level trainings, educators have increased their knowledge of a variety of inclusive practices including: co-teaching; adapting instruction and assessment; IEP development; social problem solving; and strategies for paraprofessionals. This was evidenced by the number of participants that completed personnel development evaluation forms, indicating that the information presented was new and valuable.
- As a result of the two-day workshops, educators have applied newly acquired knowledge to differentiate instruction; adapt instruction and assessment; collect data on challenging student behaviors; and conduct classroom environment observations. This was evidenced by samples of developed classroom activities used as part of tiered lessons; completed lesson plans that incorporate instructional and assessment adaptations; completed lesson plans that incorporate instructional and assessment adaptations; completed student observation forms; and completed classroom environment observation forms.
- As a result of the trainings focused on early childhood inclusive programs, there is increased collaboration between early childhood coordinators and special education personnel in LEAs that have mandated general education preschool programs.
- As a result of the training sessions focused on early childhood transition and inclusive preschool programs, there has been increased awareness of effective arrangements for including preschoolers with disabilities in community based child care programs (e.g. Head Start, community child care centers).

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- g. Positive Behavior Support Initiative with the New Jersey Division of Developmental Disabilities:** Implementation of the Positive Behavior Supports Initiative was a collaborative effort between the NJDOE and the NJ Department of Developmental Disabilities to train district staff in proactive, educative strategies to address challenging behaviors of students with the most significant disabilities within general education settings. The project was designed to teach staff the principles and practices of positive behavior support through a year long process of training and application to a student with significant disabilities within their building. During the two years of the project, school based teams of general and special education teachers, child study team personnel, related services staff, administrators and families of targeted students worked together to learn and apply assessment and intervention strategies to target students.

Outcome:

- School personnel were successfully able to apply positive behavior support strategies not only to targeted students, but to generalize their knowledge to other students within their buildings and to train additional staff within their district in these strategies.
- Strategies for supporting students with challenging behaviors in general education programs used during the Positive Behavior Support Initiative will be incorporated into the NJSIG School-wide Behavior Support program development activities.

4. Projected Targets:

- By the end of the monitoring cycle in 2006, NJOSEP will have completed a process that will result in the development and implementation of activities and strategies that will bring about the correction of identified areas of need on a statewide basis, including the provisions related to the education of children with disabilities with nondisabled peers to the maximum extent appropriate including preschool, resulting in a decrease in the number of students with disabilities educated in separate educational settings.

5. Future Activities to Achieve Projected Targets/Results and

6. Projected Timelines and Resources:

NJOSEP will continue to allocate substantial fiscal and staff resources to address barriers and change practices that contribute to the placement of students with disabilities in separate special education programs and/or facilities.

I. Compliance with Least Restrictive Environment Requirements:

- a. Coordination of Monitoring and Technical Assistance:** 121 local school districts will participate in the local school district self-assessment process during the 2003-2004 school year. Representatives from the district steering committee will participate in technical assistance sessions conducted by the Bureau of Program Accountability and the Bureau of Program Development relative to the identification and correction of non-compliance, including the provisions relevant to children with disabilities being educated with nondisabled peers to the maximum extent appropriate, including preschool.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Anticipated Outcome:

- As a result of the technical assistance sessions, the 121 LEAs participating in the self-assessment process will accurately identify areas of strength and areas in need of improvement, relative to Least Restrictive Environment requirements, resulting in the correction of non-compliance and increased placement of students with disabilities in general education programs with appropriate supports and services. placement of students with disabilities, including preschool aged students, in general education programs with appropriate supports and services.

- b. Verification of Implementation of Improvement Plan Activities:** NJDOE will conduct verification activities, to include desk audit and on-site visits, to determine whether improvement plan activities have been implemented and have resulted in compliance with Least Restrictive Environment provisions and changes in practices consistent with placement of students with disabilities, including preschool aged students, in general education programs with appropriate supports and services.

Anticipated Outcome:

- As a result of the implementation of these verification activities, NJOSEP will be able to determine the extent to which LEAs have corrected non-compliance in those areas related to Least Restrictive Environment and the extent to which the LEAs are implementing practices consistent with placement of students with disabilities, including preschool aged students, in general education programs with appropriate supports and services.

- c. NJOSEP Data Review and Analysis:** NJOSEP will continue to analyze local school district data to identify the extent of local, county, regional, statewide educational placement patterns for students with disabilities ages 3-21. NJOSEP, through its Data Enhancement Grant, will develop a data warehouse for monitoring, complaint investigation, and due process data including the compliance information for Least Restrictive Environment provisions.

Anticipated Outcome:

- As a result of the Data Enhancement Grant, NJOSEP will have a data system that will facilitate the identification of local, county, regional, statewide level areas of need regarding the provision of FAPE in the LRE.

II. Policy:

- a. Private School for the Disabled Code Amendment:** N.J.A.C. 6A:23, Finance and Business Services, includes regulations on the fiscal requirements for operation of an approved private school for the disabled. Currently, in order for an applicant to receive preliminary approval by the Commissioner, to open a new private school for the disabled the regulations require documentation of need to place a minimum number of students in the new program and verification that there is no other appropriate placement for the student(s). This documentation is signed by the superintendents of sending district boards of education.

During the 2003-2004 school year, the NJDOE will propose amendments to N.J.A.C. 6A:23. Among the proposed amendments is a requirements for applicants to document the need for a minimum of 24 publicly placed students with disabilities, rather than the currently required 16 students, in order for the school to receive preliminary approval by the Commissioner. For final approval, new private schools will need to meet a school year average daily enrollment of 24 public school placed students and existing approved private schools' average daily enrollment may not fall below 16 public school placed students. Private schools for the disabled operating in and affiliated with a public school will continue to be exempt from this requirement.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Anticipated Outcome:

- If these regulations are adopted by the New Jersey State Board of Education, NJOSEP anticipates a slower growth in the number of approved private schools for the disabled.

III. Program Improvement:

- a. Local Capacity and Improvement Grants – Least Restrictive Environment:** Between July 1, 2003 and June 30, 2004 NJOSEP will continue to monitor program and fiscal implementation of the capacity building grants. The extent to which district placement patterns have changed will be analyzed based on the December 1, 2003 statistical report. NJOSEP will develop a targeted Notice of Grant Opportunity for the initial 25 capacity districts so that they continue to develop practices leading to an increased percentage of students with disabilities educated in general education programs.

Anticipated Outcome:

- Targeted districts will continue to build capacity to educate an increased percentage of students with disabilities in general education programs with appropriate supports and services.

- b. Local Capacity and Improvement Grants – Inclusive Services and Supports – Partnerships with Separate Service Providers:** NJOSEP will meet with the LEAs that received supplemental awards to partner with separate service providers for the purpose of planning, implementing and supporting the transition of students with disabilities from separate special education facilities to general education programs by September 30, 2004. NJOSEP will identify the nature of the partnerships and the extent to which they facilitated the placement of students with disabilities in general education programs.

Anticipated Outcome:

- Capacity Building Districts that receive supplemental awards will provide examples of partnerships with separate services providers that can be disseminated statewide that will result in an increased number of students with disabilities being successfully transitioned back to their local school districts and educated in general education programs with appropriate supports and services.

- c. Inclusion Institute/Administrative Leadership Conference-Partnership with the New Jersey Developmental Disabilities Council-** As a third year follow-up activity to the Inclusion Institutes 2000 and 2001, NJOSEP and the NJDDC will co-sponsor an Administrative Leadership Conference with the support of the following New Jersey organizations: the Coalition for Inclusive Education, Principals and Supervisors Association, and School Boards Association. The conference, scheduled for July 17, 2003, is being organized in recognition of the fact that administrative leadership is one of the most significant factors in creating more inclusive school environments.

Anticipated Outcome:

- Targeted to general education school administrators, information will be disseminated to superintendents, principals, school board members, regarding steps New Jersey School districts, and schools across the nation have taken to provide quality inclusive programming for students with disabilities.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

d. New Jersey State Improvement Grant: Between July 1, 2003 and June 30, 2004 NJOSEP will be in its third year of NJSIG implementation. During that period a major focus of the NJSIG will be to continue development of local district capacity to plan and implement inclusive programs and to conduct activities that facilitate the successful transition of students with disabilities from separate special education settings to general education programs.

- **NJSIG Inclusion Facilitation Network:** Each of the Network LEAs will participate in training and follow-up technical assistance regarding one of the following support options: Collaborative Teaming and Creative Problem-Solving; Adult Supports including Co-Teaching, Integrated Therapies, Collaborative Consultation, and Co-Teaching; and Classroom-based Curricular and Instructional Accommodations and Adaptations. In addition, Network districts will have an opportunity to meet as a group for an information exchange to discuss successful implementation of inclusive practices and problem solve existing barriers. The inclusion facilitators from each district will have an opportunity for additional training and technical assistance regarding differentiated instruction and curricular adaptations.

Anticipated Outcomes:

- As a result of the Inclusion Facilitation Network, participating districts will be expected to develop and implement an action plan that will guide the implementation of the support option into its system of general education program delivery either at the classroom, building, or district level.
- As a result of the inclusion Facilitation Network information exchange, LEAs will be able to share successful practices and strategies used to develop and implement inclusive practices, resulting in increased numbers of students with disabilities being educated in general education programs.

- **NJSIG Instructional Triad:** NJOSEP will continue collaborating with its NJSIG partner, The Boggs Center, UMDNJ and with NERRC to provide three pilot districts extensive training and support in preparation for the implementation of a teaching triad model of support for students with disabilities in general education programs (i.e. general educator, special educator, and paraeducator). General education classroom paraeducators will receive training regarding roles/responsibilities; effective communication/problem-solving skills; accommodations; positive behavioral supports; and non-intrusive approaches to providing assistance to students. General and special education teachers will receive training regarding the roles/responsibilities and the effective use of a paraeducator; communication/problem solving skills; accommodations; and non-intrusive approaches to supporting students; and the "triad" will receive joint training regarding roles/responsibilities; collaboration/problem solving; communication; conflict resolution; lesson planning; and IEP development.

Anticipated Outcomes:

- The three pilot districts will be prepared to implement the triad model during the 2004-2005 school year.
- Through the pilot districts, NJOSEP will be able to identify factors that result in effective implementation of the triad model of support.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- **NJSIG School-wide Behavioral Supports:** NJOSEP will continue collaborating with its NJSIG partner, The Boggs Center, UMDNJ, to train six district school-based teams in implementing a comprehensive system of school-wide behavioral supports using the PBIS developed curriculum. A total of six days of training and 10 days on on-site technical assistance will be provided to each team. The training will focus on: the theory and practical application of positive behavior supports; the elements of conducting a school wide self-assessment of behavior-discipline issues; examples of successful kick-off events for implementing school wide positive behavior supports; conducting functional behavior assessments of individual students exhibiting challenging behaviors; designing individual behavior intervention plans.

Anticipated Outcomes:

- As a result of the PBIS training, each school based team will conduct a school wide self-assessment of behavior/discipline issues by (a) distributing, collecting and summarizing teacher, student, and parent surveys; (b) developing or revising their discipline referral form; and (c) completing a building walk through.
- As a result of the training, each school based team will plan a series of activities to introduce school personnel and students to the PBIS initiative.
- As a result of the training, each school based team will plan the development of the kick-off event to occur by September 2004.
- As a result of the training, selected school personnel will maintain a record of discipline referrals and suspensions using the SWIS data analysis program.

e. Learning Resource Center Network Regional Trainings: Between July 1, 2003 and June 30, 2004, the Learning Resource Center regional training network will continue to disseminate practices to support the education of students with disabilities in general education programs. These trainings will incorporate content that was acquired through the LRC special education consultants' participation in the NJSIG Inclusion Institute. The trainings will include:

- Developing Building-Wide Accommodation Plans
- Differentiating Instruction in General Education Classrooms
- In-Class Support Resource Program Instruction-Co-Teaching Arrangements, Techniques that Foster Collaboration, Instructional Strategies
- Strategies for Paraprofessionals
- Functional Assessment of Behavior and Design of Intervention Plans
- Positive Behavior Supports for Students with Moderate/Severe Disabilities within General Education Programs
- Peer Supports
- Effective Practices for Including Preschoolers with Disabilities in General Education Programs

Anticipated Outcome:

- Increased knowledge of and opportunities to apply and receive feedback on instructional practices that support the education of students with disabilities in general education programs.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

BF. Vi. Are the language-communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services, improving?

1. Baseline/Trend Data:

Data Source – NJDOE Student Database Initiative: Currently, the NJDOE has no system for collecting follow-up data on preschool children with disabilities that would enable an accurate reporting the language-communication, pre-reading, and social-emotional skill of preschool children with disabilities.

2. Target: NJOSEP has not established a target for this area.

3. Explanation of Progress or Slippage: The NJDOE is in the initial stages of developing a student database that would provide information allowing determinations regarding referral, eligibility, and placement determinations of students with disabilities, including preschool aged students.

4. Projected Targets:

The establishment of a student database that will provide follow-up information regarding preschool children with disabilities receiving special education and related services.

5. Future Activities to Achieve Projected Targets/Results and

6. Projected Timelines and Resources

NJDOE Student Database Initiative: It is anticipated that the initial pilot of the NJDOE student database will be implemented during the 2003-2004 school year. NJOSEP will continue to participate in planning, implementation, and evaluation meetings regarding the pilot results and determinations of future actions.

Anticipated Outcome:

- The NJDOE database will incorporate data that will provide follow-up information regarding preschool children with disabilities receiving special education and related services.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

Performance Indicator(s):

- Create positive and effective school environments that promote the successful transition of students with disabilities to adult life and community inclusion (State Improvement Grant Goal-February 2001)
- Develop and implement a system to collect, analyze, and report post-school outcome data in order to compare the percentage of youth with disabilities participating in post-school activities with that of nondisabled youth.

1. Baseline/Trend Data:

Data Source - NJDOE Student Database Initiative: Currently, the NJDOE has no system for collecting post-school outcome data that would enable a comparison of the percentage of youth with disabilities participating in post-school activities with that of nondisabled youth. The NJDOE is in the initial stages of developing a student database that would provide information allowing such a comparison. In the absence of student outcome data, NJOSEP identified compliance and program improvement data sources that provide information relative to the area of Secondary Transition.

Data Source: USDOE Monitoring Report – 9/14/01 – The federal monitoring report of September 14, 2001 contained no findings of noncompliance in the area of Secondary Transition, but included Suggestions For Improved Results. USOSEP observed varying factors and levels of implementation that impeded local education agencies' ability to effectively implement the transition requirements. Although extensive NJSDE training has been provided at the administrative level, a major contributor to the disparate practices and implementation of the transition requirements is that technical assistance and training are needed at the practitioner level. Other factors found by USOSEP that impede the local agency's ability to implement the transition requirements included a lack of parent, student and agency participation, especially those agencies that may be responsible for providing and paying for transition services.

Data Source: NJOSEP Self-Assessment – 3/00 - The special education steering committee, in considering FAPE, analyzed the state's implementation of transition planning and the delivery of appropriate services to prepare students with disabilities for employment, post-secondary education, independent living, community participation, and life skills. The steering committee concluded that local school districts do not consistently invite and prepare students to participate in IEP meetings nor do they consistently provide programs and transition services based on individual student needs. Additionally, LEAs do not consistently reflect transition activities in IEPs or establish linkages with local agencies and service providers such as the Division of Vocational Rehabilitation Services (DVRS) and the Division of Developmental Disabilities (DDD). The steering committee believed that the lack of administrative support and understanding of transition planning and program development contributed to the state's current status relative to transition services.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP Monitoring Results- 1999 to Present – Six indicators were reviewed with regard to the area of Secondary Transition. These areas included:

- failure to develop appropriate transition plans that meet the identified student needs (the district was unable to demonstrate it had the ability to develop transition plans that were based on student preferences and interests, that were linked to post-secondary outcomes, and addressed the needs of the student to successfully achieve those outcomes);
- failure to invite the student to meetings where transition was to be discussed (the district was unable to demonstrate it had invited the student to meetings where transition was discussed);
- failure to identify/provide transition services that were based on the student's interests and preferences (the district was unable to demonstrate it had assessed the student's interests and preferences or had failed to identify/provide services the were specifically related to those interests and preferences);
- the failure to develop goals and objectives that were related to the student's transition services and post-secondary outcomes (the district was unable to demonstrate it had developed goals and objectives or, if developed, they were unrelated to the student's post-secondary outcomes);
- failure to establish linkages with appropriate agencies (the district was unable to demonstrate it had contacted agencies that would likely provide services to the student prior to and/or after graduation); and
- failure to discuss the transfer of rights (the district was unable to demonstrate it had addressed the issue of transfer of rights at least three years prior to the student reaching the age of majority).

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

During the 1999-2000 school year, the area of Secondary Transition was reviewed in 25 districts through on-site monitoring. Of the 25 districts that were monitored, 17 were determined to be noncompliant because they failed failure to develop appropriate transition plans that meet the identified student needs; 8 districts were compliant; 17 were noncompliant because they failed to invite the student to meetings where transition was to be discussed, 8 districts were compliant; 21 were noncompliant because the district failed to identify/provide transition services that were based on the student's interests and preferences and 4 were compliant; 15 were noncompliant because the district failed to develop goals and objectives that were related to the student's transition services and post-secondary outcomes and 10 were compliant; 14 were noncompliant because the district failed to establish linkages with appropriate agencies and 11 were compliant; and 13 were noncompliant because the district failed to discuss the transfer of rights and 12 were compliant.

25 Districts Monitored During the 1999-2000 School Year
Districts Did Not Complete the Self-Assessment

Transition programs and services to meet student needs		Student invitation to IEP meetings to discuss transition		Transition services based on individual needs and preferences of student	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
0	17	0	17	0	21

IEP goals and objectives related to student's transition services and post-school outcomes		Linkages with appropriate agencies		Transfer of Rights	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
0	15	0	14	0	13

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

During the 2000 - 2001 school year, compliance with secondary transition was reviewed in 34 districts that participated in self-assessment during the 1999 - 2000 school year and received on-site monitoring visits during the 2000 - 2001 school year. Of those 34 districts, 13 districts identified noncompliance during self-assessment in the area of failure to develop appropriate transition plans that meet the identified student needs, 2 districts were determined noncompliant during monitoring in this indicator, and 9 districts were determined to be compliant. 14 districts identified noncompliance during self-assessment in the area of failure to invite the student to meetings where transition was to be discussed, 7 districts were determined noncompliant during monitoring in this indicator, and 13 districts were determined to be compliant. 15 districts identified noncompliance during self-assessment in the area of the failure to identify/provide transition services that were based on the student's interests and preferences, 9 districts were determined noncompliant during monitoring in this indicator, and 10 districts were determined to be compliant. 11 districts identified noncompliance during self-assessment in the area of the failure to develop goals and objectives that were related to the student's transition services and post-secondary outcomes, 1 district was determined noncompliant during monitoring in this indicator, and 22 districts were determined to be compliant. 19 districts were identified noncompliance during self-assessment in the area of failure to establish linkages with appropriate agencies, 5 districts were determined noncompliant during monitoring in this indicator, and 10 districts were determined to be compliant. 9 districts were identified noncompliance during self-assessment in the area of failure to discuss the transfer of rights, 12 districts were determined noncompliant during monitoring in this indicator, and 13 districts were determined to be compliant.

**34 Districts Completed the Self Assessment in the 1999-2000 School Year
And Were Monitored During the 2000-2001 School Year**

Transition programs and services to meet student needs		Student invitation to IEP meetings to discuss transition		Transition services based on individual needs and preferences of student	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
13	2	14	7	15	9

IEP goals and objectives related to student's transition services and post-school outcomes		Linkages with appropriate agencies		Transfer of Rights	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
11	1	19	5	9	12

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

During the 2001 - 2002 school year, compliance with secondary transition was reviewed in 112 districts that participated in self-assessment during the 2000 - 2001 school year and received on-site monitoring visits during the 2001 - 2002 school year. Of those 112 districts, 41 districts identified noncompliance during self-assessment in the area of failure to develop appropriate transition plans that meet the identified student needs, 3 districts were determined noncompliant during monitoring in this indicator, and 68 districts were determined to be compliant. 65 districts identified noncompliance during self-assessment in the area of failure to invite the student to meetings where transition was to be discussed, 6 districts were determined noncompliant during monitoring in this indicator, and 41 districts were determined to be compliant. 50 districts identified noncompliance during self-assessment in the area of the failure to identify/provide transition services that were based on the student's interests and preferences, 16 districts were determined noncompliant during monitoring in this indicator, and 46 districts were determined to be compliant. 34 districts identified noncompliance during self-assessment in the area of the failure to develop goals and objectives that were related to the student's transition services and post-secondary outcomes, 6 districts were determined noncompliant during monitoring in this indicator, and 72 districts were determined to be compliant. 59 districts were identified noncompliance during self-assessment in the area of failure to establish linkages with appropriate agencies, 5 districts were determined noncompliant during monitoring in this indicator, and 48 districts were determined to be compliant. 44 districts were identified noncompliance during self-assessment in the area of failure to discuss the transfer of rights, 7 districts were determined noncompliant during monitoring in this indicator, and 61 districts were determined to be compliant.

**112 Districts Completed the Self-Assessment in the 2000-2001 School Year
and were Monitored During the 2001-2002 School Year**

Transition programs and services to meet student needs		Student invitation to IEP meetings to discuss transition		Transition services based on individual needs and preferences of student	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
41	3	65	6	50	16

IEP goals and objectives related to student's transition services and post-school outcomes		Linkages with appropriate agencies		Transfer of Rights	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
34	6	59	5	44	7

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Data Source: NJOSEP Complaint Investigations – An analysis of the complaint investigations conducted by NJOSEP between the 2000-2001 school year and the 2002-2003 school year, as indicated in Table 2 below, revealed that a small percentage of complaint investigations are requested in the area of secondary transition. Furthermore, of those investigations conducted in the area of secondary transition, there was no pattern of statewide systemic non-compliance.

Data Source: NJOSEP Due Process Requests - An analysis of due process data, collected between 2001-2002 and 2002-2003 (Table 3), indicated that only a small percentage of the due process cases filed addressed the issue of Secondary Transition.

Table 2: Secondary Transition Identification of Non-Compliance: NJOSEP Complaint Investigations			
School Year	Total Number of All Complaint Investigations	Number of Complaint Investigations Secondary Transition	Complaint Investigation Outcome
2000-2001	257	3	2 districts non-compliant 1 district compliant
2001-2002	275	7	4 districts non-compliant 3 districts compliant
2002-2003	279	1	1 district compliant
Table 3: Secondary Transition NJOSEP Due Process Requests			
School Year	Total Number of All Due Process Requests (mediation or hearing)	Number of Due Process Requests: Secondary Transition (mediation or hearing)	
2001-2002	1267	7	
2002-2003	1228	4	

Data Source: Comprehensive System of Personnel Development and New Jersey State Improvement Grant - Between 7/01/02 and 6/30/03 NJOSEP planned and implemented personnel development activities to: increase local school district compliance with transition requirements and improve local school districts practices relative to improved transition services.

(revised)

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

2. Targets:

Maintenance – Continued oversight by NJOSEP to reduce the number of local education agencies with findings of non-compliance in the area of Secondary Transition in order to ensure that appropriate services are provided to prepare youth with disabilities for employment, post-secondary education, independent living, community participation and life skills.

3. Explanation of Progress or Slippage:

In order to achieve the State Goal, Performance Indicators and Target, NJOSEP planned and implemented the following activities between July 1, 2002 and June 30, 2003.

I. Post-School Data Collection and Analyses:

- a. NJDOE Student Database:** Representatives from NJOSEP have been involved in the planning stages of the NJDOE statewide student database.

Outcomes:

- NJDOE database will incorporate the data requirements of NJOSEP for post-school outcomes.

II. Compliance with Secondary Transition Requirements:

- a. Coordination of Monitoring and Technical Assistance:** NJOSEP's Bureau of Program Accountability (monitoring/oversight unit) and Bureau of Program Development (training/technical assistance unit) continued to coordinate their efforts to ensure compliance in the area of Secondary Transition. In this regard, technical assistance was provided throughout the local district self-assessment, on-site monitoring and improvement planning and implementation process with a focus on the following requirements:
- Providing transition programs and services to meet the needs of students with disabilities;
 - Inviting students with disabilities to attend their IEP meetings when the purpose of the meeting is to consider transition services;
 - Including transition services in the IEP based on individual student needs taking into account the student's interests and preferences;
 - Ensuring that a relationship exists between the student's desired post-school outcomes, the transition services, and the IEP goals and objectives;
 - Establishing linkages with other agencies as appropriate for the provision of transition services; and
 - Providing notice of the transfer of rights to students with disabilities and their parents.

Local school district steering committee members attended the technical assistance sessions and were provided an explanation of the recommended State IEP form that included formats for addressing Statements of Transition Services and Courses of Study. In addition, the sample notifications for inviting students to attend IEP meetings were provided.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

Outcomes:

- During the 2002 - 2003 school year, compliance with secondary transition was reviewed in 98 districts that participated in self-assessment during the 2001 - 2002 school year and received on-site monitoring visits during the 2002 - 2003 school year. Of those 98 districts, 27 districts identified noncompliance during self-assessment in the area of failure to develop appropriate transition plans that meet the identified student needs, 4 districts were determined noncompliant during monitoring in this indicator, and 67 districts were determined to be compliant. 29 districts identified noncompliance during self-assessment in the area of failure to invite the student to meetings where transition was to be discussed, 5 districts were determined noncompliant during monitoring in this indicator, and 64 districts were determined to be compliant. 37 districts identified noncompliance during self-assessment in the area of the failure to identify/provide transition services that were based on the student's interests and preferences, 8 districts were determined noncompliant during monitoring in this indicator, and 53 districts were determined to be compliant. 17 districts identified noncompliance during self-assessment in the area of the failure to develop goals and objectives that were related to the student's transition services and post-secondary outcomes, 3 districts were determined noncompliant during monitoring in this indicator, and 78 districts were determined to be compliant. 29 districts were identified noncompliance during self-assessment in the area of failure to establish linkages with appropriate agencies, 1 district was determined noncompliant during monitoring in this indicator, and 68 districts were determined to be compliant. 4 districts were identified noncompliance during self-assessment in the area of failure to discuss the transfer of rights, 4 districts were determined noncompliant during monitoring in this indicator, and 90 districts were determined to be compliant.

98 Districts Completed the Self-Assessment in the 2001-2002 School Year And Were Monitored During the 2002-2003 School Year

Transition programs and services to meet student needs		Student invitation to IEP meetings to discuss transition		Transition services based on individual needs and preferences of student	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
27	4	29	5	37	8

IEP goals and objectives related to student's transition services and post-school outcomes		Linkages with appropriate agencies		Transfer of Rights	
Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site	Noncompliance Determined By Self-Assessment	Noncompliance Determined Through On-Site
17	3	29	1	4	4

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- Based on an analysis of the NJOSEP monitoring data (self-assessment and on-site) local school districts have an increased ability to accurately self-identify areas in need of improvement relative to the area of Secondary Transition. The coordinated effort between the Bureau of Program Accountability and the Bureau of Program Development with respect to monitoring and technical assistance in the area of Secondary Transition has been successful in focusing local school district steering committee members on the specific components of the transition process.
- An analysis of the complaint investigation and due process request data indicated that while the NJOSEP complaint investigation and due process systems are used to address non-compliance and resolve disputes, there are too few cases to inform the need for the provision of increased targeted assistance by NJOSEP at the local, regional, or state levels.

III. Program Improvement:

- a. *Student Leadership Conferences:*** NJOSEP continues to sponsor a series of regional student leadership conferences that provide training and guidance to students, parents, and school personnel in the areas of self advocacy and legal rights and responsibilities featuring presentations by youth and young adults with disabilities. Annually these conferences are attended by approximately 1,800 students, parents and education professionals.

Outcomes:

- As a result of the Student Leadership Conferences there is an increase in the number of local school districts that have included self-advocacy and student leadership as a component of the instructional programs for students with disabilities age 14 and older. This is evidenced by an increase in the number of districts that submit nominations for students to deliver presentations at the student leadership conferences. In addition, there is an increase in both the number of students with disabilities selected to present workshops and the number of LEAs these students represent as indicated below:

2001: 100 students with disabilities representing 25 local school districts

2002: 252 students with disabilities representing 29 local school districts

2003: 323 students with disabilities representing 46 local school districts

A significant outgrowth of the NJOSEP Student Leadership Conferences has been the formation of local student speaker bureaus and the participation of students with disabilities at county, regional, state and national level conferences focusing on self-advocacy of individuals with disabilities.

- b. *New Jersey State Improvement Grant: Transition Coordination Competency Project:*** Through the NJSIG partnership agreement with The Boggs Center, University of Medicine and Dentistry of New Jersey, a course focused on the coordination of transition services was developed. Through a competitive application process, local school districts throughout the state had the opportunity to apply for participation in the transition course. Consistent with the design of the NJSIG, the course was intended to “provide information beyond the awareness level and change local district practices with regard to the provision of transition services.” Specifically, course participants were expected to obtain the knowledge and skills needed to:

- Perform meaningful assessment to identify students’ strengths, interests, preferences, and desired post-secondary outcomes;
- Develop the transition components of students’ IEPs;
- Connect transition services to the New Jersey core curriculum content standards;
- Conduct community-based education;
- Effectively collaborate with all the stakeholders in the transition process; and

Prepare students for their desired futures including employment, post-secondary education and training, recreation and leisure, community involvement, and housing.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

The two-semester course was developed to include content presentations that will be followed by an on-site practicum.

Ten local school districts, indicating a commitment to use course information and tools to improve the content and quality of their district's transition services, were selected for participation in the course. The content portion of the course was delivered through a series of lectures held between February and April 2003; the follow-up practicum will be held during Project Year 3.

Outcomes:

- Each of the ten local school districts submitted actions plans specifying the area(s) of transition planning they would focus on with regard to changing local district practices. A content analysis of action plans submitted by the ten LEAs was conducted. The course practicum was planned to assist the LEAs with implementation of the action plans.
- A content analysis of the action plans submitted indicated that the course content and course delivery need to be revised to enable LEAs to focus on one specific aspect of transition planning. A determination was made to develop three instructional modules during the 2003-2004 school years. These modules will focus on community based instruction, career awareness and postsecondary outcomes, and self-advocacy and self-determination

- c. New Jersey State Improvement Grant - Promoting Student Self-Advocacy through the Centers for Independent Living:** During NJSIG Project Years 1 and 2 (8/01-7/03) NJOSEP collaborated with the New Jersey Division of Vocational Rehabilitation Services regarding the parameters of a Notice of Grant Opportunity (NGO), focused on increasing the number of students with disabilities prepared to transition from school to adult life. In addition, a NJSIG staff representative attended several of the Statewide Independent Living Council's monthly meetings to gain familiarity with the issues and concerns of the Centers for Independent Living as they pertained to the development of the grant.

Outcome:

- NJOSEP developed the NGO, The Promoting Self-Advocacy Initiative, and prepared it for issuance to the CILs by September 2003, with a response due date of December 2003, and an anticipated contract date of April 2004.

4. Projected Targets:

Increased capability of NJOSEP to collect and analyze post-school outcome data of students with disabilities and nondisabled youth as a result of the NJDOE development of a student database.

As established in the NJSIG Project Evaluation:

- Increased participation and decision making in the transition planning process among youth with disabilities and their families.
- Increased use of self-determination skills in their daily lives among youth with disabilities.
- Increased coordination of transition services, including interagency linkages, focused on post-school outcomes.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

5. Future Activities to Achieve Projected Targets/Results and

6. Projected Timelines and Resources:

NJOSEP will implement the activities listed below between July 1, 2003 and June 30, 2004 to achieve the State Goal, Performance Indicators, and Targets:

I. Post-School Data Collection and Analyses:

- a. NJDOE Student Database:** It is anticipated that the initial pilot of the NJDOE student database will be implemented during the 2003-2004 school year. NJOSEP will continue to participate in planning, implementation, and evaluation meetings regarding the pilot results and determinations of future actions.

Anticipated Outcome:

- The NJDOE database will incorporate the data requirements of NJOSEP.

II. Compliance with Secondary Transition Requirements:

- a. Continued Coordination of Monitoring and Technical Assistance:** 121 local school districts will participate in the local school district self-assessment process during the 2003-2004 school year. Representatives from the district steering committees will participate in technical assistance sessions conducted by the Bureau of Program Accountability and the Bureau of Program Development relative to the identification and correction of non-compliance.

Anticipated Outcome:

- As a result of the technical assistance sessions, the 121 LEAs participating in the self-assessment process will accurately identify areas of strength and areas in need of improvement relative to Secondary Transition requirements, resulting in the correction of non-compliance and improved transition services.

- b. Verification of Implementation of Improvement Plan Activities:** NJDOE will conduct verification activities, to include desk audits and on-site visits, to determine whether improvement plan activities have been implemented and have resulted in compliance with transition requirements and improved transition services for students with disabilities.

Anticipated Outcome:

- As a result of the implementation of these verification activities, NJOSEP will be able to determine the extent to which LEAs have corrected non-compliance in those areas related to Secondary Transition.

- c. NJOSEP Data Enhancement Grant:** NJOSEP, through its Data Enhancement Grant, will develop a data warehouse for monitoring, complaint investigation, and due process data including the compliance information for the area of Secondary Transition.

Anticipated Outcome:

- As a result of the Data Enhancement Grant, NJOSEP will have a data system that will facilitate the identification of statewide, regional, county, and district level areas of need regarding the provision of FAPE, including the area of Secondary Transition.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

III. Program Improvement

- a. Continued Sponsorship of Student Leadership Conferences:** NJOSEP will conduct 6 regional student leadership conferences scheduled for May 2004. The conferences will continue to provide training and guidance to students, parents, and school personnel in the areas of self-advocacy and legal rights and responsibilities featuring presentations by youth and young adults with disabilities. Representatives from the Centers for Independent Living involved in the NJSIG Promoting Student Advocacy Initiative (III c. below) will participate in the conference, expanding the participating agencies.

Anticipated Outcome:

- As a result of participation in the Student Leadership conference there will be continued increase in the number of LEAs that incorporate self-advocacy into their instructional programs, as a component of secondary transition planning. This will be evidenced in the number of LEAs that apply to have students represented at the conference as workshop presenters.

- b. New Jersey State Improvement Grant - Transition Coordination Competency Project:** NJOSEP will continue collaborating with its NJSIG partner, the Boggs Center, UMDNJ, to implement the practicum for the ten LEAs that participated in the course focused on the coordination of transition services. In addition, three instructional modules will be developed focusing on three components of secondary transition: community-based instruction, career awareness and postsecondary outcomes, and self-advocacy and self-determination, serving as the basis for future professional development focused on the coordination of transition services.

Anticipated Outcomes:

- As a result of participation in the NJSIG Transition Coordination Competency Project there will be an increased number of instructional staff involved in planning and providing transition services and incorporating transition relevant content into course content.
- By the end of NJSIG Year 3 (8/04), three instructional modules will be developed and incorporated in personnel development activities in order to increase the coordination of transition services and improve students' post-school outcomes.

- c. New Jersey State Improvement Grant - Promoting Student Self-Advocacy through the Centers for Independent Living:** Through this multi year grant program, students with disabilities, families and school personnel participating in the transition planning process will increase their awareness of and involvement in the Centers for Independent Living (CILs) self-advocacy training and technical assistance program. Each CIL will focus on teaching students to: (a) access post-secondary education, employment, housing, recreation, medical and other federal, state, and local community services and (b) apply self-advocacy, self-determination, and self-help skills and strategies in pursuit of adult independent living goals.

Anticipated Outcomes:

NJOSEP will analyze the CILs' progress report information and evaluate the effectiveness of the partnership with the CILs through the NJSIG evaluation to determine the extent to which:

- there has been an increase in the number of students with disabilities, families, and school personnel who are aware of and use the resources and services of the New Jersey Centers for Independent Living;
- participation in the CILs' self-advocacy, self-determination, and self-help activities resulted in students with disabilities': (a) increased knowledge of rights, responsibilities and resources; (b) increased use of self-advocacy, self-determination, and self-help skills in their daily lives; and (c) increased participation and decision making in the transition planning process with specific regard to post-secondary resources, services, and linkages; and the NJDOE partnership with the CILs has contributed to the State's capacity to respond to the needs of students with disabilities, school personnel and families to facilitate the transition of students with disabilities from school to adult life.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

- d. *Transition Newsletter:*** As part of the NJSIG partnership with the Statewide Parent Advocacy Network (SPAN), a newsletter will be disseminated twice a year to local school districts, parent groups and the SPAN membership, regarding effective transition practices. Two drafts have been submitted to NJOSEP for editorial review and will be disseminated during Winter / Spring NJSIG Project Year 3 (3/04, 6/04).

Anticipated Outcome:

- As a result of dissemination of the transition newsletters to school personnel and families involved in the education of students with disabilities, there will be increased awareness of the significance of transition requirements to planning for post-school outcomes.

- e. *Program Development for Students with Significant Disabilities:*** NJOSEP is organizing a cadre of technical assistance providers to support districts in program development for students with significant disabilities. A component of this technical assistance addresses the transition needs of students by focusing on the acquisition and generalization of skills, processes, and routines learned through community-based instruction. The technical assistance will be initiated by 2/04.

Anticipated Outcome:

- As a result of technical assistance focused on program development for students with disabilities, there will be increased opportunities for students to acquire and generalize skills, process and routines needed to function within community settings.

- f. *Self-Advocacy Publication:*** NJOSEP is in the process of developing a publication focused on self-advocacy that will be made available to general and special education teachers throughout the state. The publication is activity focused with user friendly sample lesson plans and activities to address a broad range of students with disabilities. The publication will include submissions from New Jersey practitioners. This will help teachers have a shared ownership of the material. The chapters address: Self-Awareness; Self-Advocacy; IEP Development; Post-Secondary Education; Community-Based Instruction; Employment and Resources. The finished publication will be made available through internet access as well as hard copy. This publication will also be used to help strengthen on-site technical assistance to districts, providing a focus on program development. A first draft of the publication will be reviewed by June 2004 and the final product will be ready for dissemination to LEAs by December 2004.

Anticipated Outcome:

- As a result of the dissemination of the Self-Advocacy Publication, there will be increased focus on transition relevant instructional material, setting post-school outcomes and following a course of study related to desired post-school outcomes.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

IV. Interagency Coordination:

- a. Self-Directed Supports:** Agency directors from Special Education, Vocational Rehabilitation, Developmental Disabilities and The Boggs Center, University of Medicine and Dentistry of New Jersey have convened a Directors' Forum to collaborate on the development of a pilot project regarding self-directed supports for youth in transition. The pilot will be rolled out initially in 5 of the 21 counties in New Jersey and focus on approximately 50 students between the ages of 16-21. The purpose of the pilot is to strengthen the coordination of adult service agencies with education to ensure appropriate services that a student and family need and want will be provided upon graduation. This initiative is in the development stage. Initial implementation is projected for the 2004-2005 school year.

Anticipated Outcome:

- As a result of the Self-Directed Supports Initiative, there will be increased coordination between adult service agencies and local school districts to ensure appropriate services are provided to students with disabilities and their families to support attainment of desired post-school outcomes.

- b. Statewide Training of Division of Developmental Disabilities Staff:** As part of efforts to strengthen interagency linkages for youth in transition, NJOSEP is currently providing training throughout the state to intake coordinators and case managers regarding the development of a protocol for working with local districts. Through this process district personnel will have the opportunity to develop relationships with DDD professionals to help facilitate transition of youth with disabilities.

Anticipated Outcome:

- As a result of the Statewide Training of Division of Developmental Disabilities, there will be increased involvement of local school district staff with the Division of Developmental Disabilities, as part of the transition process, in order to ensure appropriate linkages and the provision of appropriate services.

V. Proposed Certification Requirements:

- a. Revised Teaching Certification Code:** Revised special education teacher certification requirements have been proposed to the New Jersey State Board of Education. These requirements will require Department approved programs at a college or university to include a range of 21 to 27 credit hours of formal instruction in several topics including "Transition planning, program development and agencies available for students with disabilities." A December 2003 adoption date is anticipated.

Anticipated Outcome:

- As a result of the revised teacher certification requirements, special education teachers will be prepared to address transition requirements as part of the development and delivery of instructional programs.

- b. New Certificate: Structured Learning Experience/Career Orientation Coordinator:** Pending before the New Jersey State Board of Education is a proposal (under N.J.A.C. 6A:9, Licensing and Professional Standards) to create a new certificate for Structured Learning Experience (SLE)/Career Orientation Coordinators. If adopted by the State Board of Education, this certificate will be required for teachers to serve in the capacity as coordinators of career awareness, career exploration and/or career orientation SLEs in non-hazardous occupations in any career cluster, excluding vocational-technical training, cooperative education experiences and apprenticeship training. Previously, districts were not able to identify appropriately certified staff to work with students with disabilities in community work situations; therefore, many students were not able to receive needed services. This new certification will remove the barrier to districts so more students will be able to receive career exploration and/or career orientation as part of their IEP. A December 2003 adoption date is anticipated.

Anticipated Outcome:

- As a result of the new certificate for a Structured Learning Experience/Career Orientation Coordinator, there will be increased opportunities for students with disabilities to receive career exploration and/or career orientation as a component of the IEP in relation to established post-school outcomes.

TABLE
Part B Annual Performance Report
Status of Program Performance

Note: Indicate with an asterisk () goals and indicators that are the same as the goals and indicators for students who are nondisabled.*

VI. Graduation Requirements:

- a. Career Education and Consumer, Family, and Life Skills or Vocational-Technical Education:** N.J.A.C. 6A:8-5.1(a)1i(9) introduces a new graduation requirement for at least five credits in career education and consumer, family, and life skills, or vocational-technical education effective with the 2004-2005 grade nine class. Transition relevant curriculum will be able to be addressed through these new graduation requirements. This regulation became effective 11/03/03.

Anticipated Outcome:

- As a result of the Career Education and Consumer, Family, and Life Skills or Vocational Technical Education graduation requirements, there will be increased opportunities for all students, including students with disabilities, to receive instruction related to establishing and achieving post-school outcomes.

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. __100%__

